



Saint Joseph's Catholic Voluntary  
Academy

# How we teach PE at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

<p>Vision: Intention, Implementation, Impact</p>	<p><b><i>Intent:</i></b></p> <p>Saint Joseph's CVA recognises the long-term value of an excellent Physical Education (P.E) curriculum.</p> <p>We fully adhere to the aims of the national curriculum for physical education (growing competence in a broad range of physical activities, creating physically active children for life, engaging in competitive sports and activities, developing 'whole children'). Our offer is tailored to meet the needs of our children and community. To do this, we plan our activities to;</p> <p>Create positive settings where children can try new things Encourage children to stretch beyond familiar habits, behaviours and comfort zones Develop healthy responses to success and failure Practice self-reflection and adaptation to grow personal resilience and positive emotional wellbeing Learn independent and collaborative methods and skills Make connections and relationships outside the school environment Build confidence to choose a healthy, active lifestyle</p> <p><b><i>Implementation:</i></b></p> <p>A broad curriculum is the starting point for all pupils PE experience. This curriculum is based on a 2 year cycle ensuring that everyone gets a fair and equal access to opportunities.</p> <p>Lesson planning is based on the 'sticky knowledge' for each unit and lessons are planned alongside PE Hub planning resource.</p> <p>All students get access to at least 1.5hrs of PE lessons a week whilst also having the opportunity to take part in numerous other sporting sessions.</p> <p><b><i>Impact:</i></b></p> <p>Children are enthusiastic about learning and can apply their PE knowledge and skills to a range of situations. Teachers have high standards of the teaching of the PE curriculum. PE language is used consistently and is explicitly taught throughout the structure of PE lessons. Teachers assess regularly and gaps in understanding are addressed systematically to prevent pupils falling behind. Children have an interest in healthy lifestyles and their own physical wellbeing. Children are positively encouraged to share, support, trust and work together.</p>
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<p>Medium and Long Term Planning</p>	<p>At St Joseph's we are committed to providing all children with learning opportunities to engage in Physical Education. This handbook reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.</p> <p>The 2 year cycle is planned alongside the National Curriculum and using The PE Hub, units of work are adapted where necessary.</p> <p>All years do one PE lesson each week and do 6 different modules each with 6 lessons. Year 3 do 15 weeks of swimming (1hr per session) and Year 6 students who need further support do 5 catch up swimming sessions.</p> <p>In Key Stage 2 units start to relate to recognised areas e.g. football, cricket etc. In Key Stage 1 the focus is on skill development and understanding through non specific units e.g. attack and defend.</p> <p><b>Curriculum Aims</b></p> <p>To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.</p> <p>To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.</p> <p>To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.</p> <p>To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.</p> <p>To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.</p> <p><b>Organisation</b></p> <p>The playground areas, field and hall are used to facilitate Physical Education. Swimming lessons are provided by qualified teachers from Derbyshire County Council and are delivered at the 'Arc Leisure Centre'. Trained Teachers and Teaching assistants from the school support these sessions.</p> <p>Senior leaders, Teachers and a coaches liaison to provide high quality PE across the school.</p> <p>Coaches from local sport clubs (e.g. Football/Cricket) provide additional opportunities for extending the PE curriculum.</p> <p>After school sessions run for a 5 week period each half term for children in both Ks1 and Ks2.</p> <p>Lunch time clubs provided focussed activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.</p> <p>After school teams represent the school in various fixtures throughout the year.</p>
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The school has links with the local secondary schools who provide sports leaders and young coaches to support events.

### **Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Expected • Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. • Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding • Moving and handling – Children can confidently hop and skip in time to music. • Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

### **National Curriculum expectations for Key Stage 1**

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.

Pupils should be 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.

### **National Curriculum expectations for Key Stage 2**

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 develop an understanding of 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>Pupils should be taught to:</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, badminton, basketball, cricket, football, hockey, netball, rounders 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>
Lesson Approach / Weekly Planning / Differentiation	<p>PE lessons are planned following the medium plan and ensure that the sticky knowledge is covered.</p> <p>Previous lessons inform planning of subsequent lessons ensuring that children are suitable challenged.</p> <p>Each lesson uses PE key vocabulary consistently to build on previous units of work.</p> <p>Lessons are adapted to give all children full access to the learning objectives.</p> <p>Certain objectives are revisit in greater detail which the teacher feels this will be off long-term benefit.</p>
Prior Learning/Recap	<p>To start the lesson, there should be a recap of prior learning.</p> <p>At the start of a new unit of work, there should be five minutes spent where children have the opportunity to explore questions on this topic from previous year groups.</p> <p>In subsequent lessons the recap could/should refer back to prior learning from earlier in the current year.</p> <p>The class teacher is aware of the sticky knowledge of the whole unit when planning individual lessons so opportunities for pre learning can be taken.</p>
Key Vocabulary	<p>Learning objectives and key vocabulary or referred to in every lesson and where possible displayed for everyone to see.</p>
Assessment	<p><b>Assessment for learning</b></p> <p>Assessment for learning. Children's assessment in PE is ongoing throughout the topic. Children are assessed against the sticky knowledge for that topic of work and given a grading of 1- 4, in line with the St Ralph Sherwin Catholic Multi Academy Trust Assessment Framework.</p> <p>1- Means that a child is remembering all elements of the sticky knowledge and is applying it across geography lessons and the rest of the curriculum where appropriate.</p> <p>2- Means a child is remembering most elements of the sticky knowledge and is applying most of their learning across geography and the rest of the curriculum where appropriate.</p> <p>3- Means a child is struggling to remember much of the sticky knowledge and is not applying what they have learnt in their geography lessons and across other areas of the curriculum.</p> <p>4- Means a child is unable to remember and apply the sticky knowledge. They may be struggling to access the learning and will need to have an adapted curriculum.</p> <p>Assessment is done mainly through observations and sometimes through class discussions with children.</p>

How do we cater for all pupils?	<p>Lessons will provide good quality experiences that are suitably challenging for all pupils.</p> <p>Children will undertake different activities but will be given the same opportunity to achieve the aims through an appropriate range of activities.</p> <p>For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.</p> <p>All children will be given the opportunity to participate in competitions.</p>
Cross Curricular Links	<p>English Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.</p> <p>Maths Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.</p> <p>ICT Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.</p> <p>PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.</p> <p>Catholic Values through sport - children are taught the values of respect, trust, honesty, friendliness and perseverance. PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.</p>
Healthy Eating	<p>The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.</p>
Health and Safety	<p>All staff have due regard for the current Association for Physical Education (AfPE) PE guidance when preparing and delivering PE lessons:</p> <ul style="list-style-type: none"> <li>• Pupils are taught how to improve their own abilities to assess risks.</li> <li>• First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.</li> <li>• Inhalers for pupils suffering from asthma are made readily accessible</li> <li>• Children with diabetes, epilepsy and asthma are monitored closely throughout and after PE lessons by staff.</li> <li>• Regular checks are made on all equipment including an annual check made by Derbyshire County Council Personnel</li> <li>• The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.</li> <li>• Any items constituting a danger are taken out of use immediately.</li> <li>• All large items of equipment are inspected annually by an independent safety expert (Derbyshire County Council).</li> <li>• Pupils are taught how to move and use apparatus safely under the supervision of a teacher, coach or responsible adult.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).</li> <li>• Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.</li> <li>• Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Earrings must not be worn.</li> <li>• Pupils wear suitable footwear when travelling to and from the hall.</li> <li>• If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.</li> <li>• Staff are expected to wear sports attire to deliver PE</li> <li>• Suitable footwear is a minimum expectation</li> <li>• When changing at school children from Reception to Year 4 will change together in their classrooms with whoever is responsible for the class at the time to be within the class to help with any issues or problems. The staff member is to follow the Department for Education guidance at all times. Children in years 5/6 will get changed separately, with either the girls or boys (depending on the children) will get changed in the classroom and the cloakroom.</li> <li>• There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.</li> </ul> <p>This means that adults should:</p> <ul style="list-style-type: none"> <li>• Avoid any physical contact when children are in a state of undress</li> <li>• Avoid any visually intrusive behaviour</li> <li>• Announce their intention of entering changing rooms</li> </ul> <p>(Further guidance can be found in the school's 'Safer working practice' documentation)</p>
PE Premium	The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of PE & School Sports premium spending and a review of the impact of the allocated funds.
Monitor and review	The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.