

***"Exercise and recreation are as necessary as reading. I will rather say more necessary, because health is worth more than learning."*** Thomas Jefferson

Being **physically active** at St George's Primary School means:

**1. Valuing and knowing that being active and healthy is an important part of childhood. We will encourage our children to lead healthy, active lives through:**

- Having fun and experiencing success in sport
- Having a foundation for lifelong physical activity, leaving primary school as physically active young people.
- Developing the joy of being physically active.
- Beginning to understand the benefits of leading an active, healthy lifestyles and make informed decisions towards leading active, health lifestyles, demonstrating positive attitudes.
- Understanding the importance of regular, vigorous physical activity, good nutrition and rest for a healthy, balanced lifestyle.
- Developing an enjoyment of physical activity through creativity and imagination.
- Showing pride in exploring and improving physical skills with increasing control and coordination.
- Working the challenges of getting fitter. Hard work is worth it.

**2. Being physically active for sustained periods of time through:**

- Ensuring we actively engage in moderate to vigorous physical activity for the majority of every P.E lesson, a minimum of 75%.
- Using taught skills to exercise in playtimes; after school clubs and activities outside school.
- Being able to recognise and describe how our bodies feel during exercise and appreciate the benefits of regular physical activity.

**3. Developing skills to achieve and participate in a broad range of sports and physical activities by:**

- Having the opportunity to participate in P.E at your own level of development. All children must have the opportunity to participate, enjoy sports and exercise.
- Working on specific skills and sports so children can progress and improve.
- Understanding basic rules of different sports and games.
- Developing agility, balance, coordination, body control and dexterity through a broad range of activities and exercises.
- Developing through the performance and mastery of skills whilst making and applying decisions about tactics, safe practice and rules/conventions for different activities.

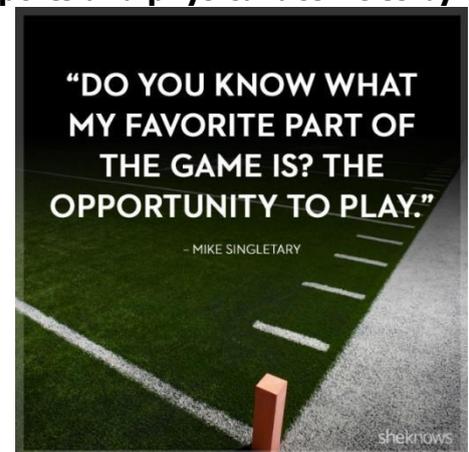
**4. Engage in competitive sports and activities through:**

- Developing good sporting attitudes
- Competing in intra and inter-school tournaments
- Having opportunities to set and improve upon personal bests in a range of activities
- Demonstrating cooperation and fairness
- Having opportunities to take on different roles within school (lunchtimes/ playtimes) through leadership activities.
- Understanding responsibilities both as individuals and as members of groups or teams

**5. Developing resilience and character through exercise and sports.** Working with others and feedback will help by.

- Raising aspirations through setting goals and working to achieve them.
- Developing an understanding of how to succeed in a range of physical activities and how to evaluate your own and others' success.
- Using what we have learnt to improve the quality and control of our performances.
- Being able to provide effective, positive feedback to encourage others to reflect on their actions in order to plan how to improve the quality of their action, performance or composition.

**I'M NOT  
TELLING YOU  
IT'S GOING TO  
BE EASY. I'M  
TELLING YOU  
IT'S GOING TO  
BE WORTH IT.**  
*Art Williams*



**We will teach our children to describe physical education as:**

<b>EYFS and KS1</b>	Learning how to balance, move, stay fit and play games properly.
<b>Years 3 and 4</b>	Learn how to develop specific skills to enjoy sports and participate in physical activity.
<b>Years 5 and 6</b>	Developing a positive attitude that allows us to improve our skills, participate in sports; compete and take responsibility for our fitness and well-being.

**We ask key questions** to develop understanding and attitudes in P.E such as:

- How can I learn to get better at this sport/activity?
- What techniques do I use in this sport/activity?
- How do I know if I am getting better?
- What techniques I am doing well? What techniques do I need to improve?
- How can we improve as a team?
- How can we work well as a team?
- How can I be a good team player?
- How do I know if I display a good attitude towards others when I play sports?
- What are the rules in the game/sport?
- How I can learn more about rules of this sport/game?
- Which sports do I like? Why?
- How do techniques in different sports compare? What is different? What is similar?
- How do I know if I am living a healthy lifestyle?
- What can I do to improve my health and fitness?
- How does sports and physical activity improve people's lives and communities?
- How do I find sporting opportunities that I would like outside school?
- How is sports important to our culture and history?
- Which sports people do I admire? Why? How did they get to excel in their chosen sports?

**Essentials and Desirables in Physical Education**

Each year we will review our essentials and desirable aspects of teaching to ensure that we are securing consistent high-quality learning across the school.

<b>Essential in P.E</b>	<b>Desirable in P.E</b>	<b>Never</b>
<ul style="list-style-type: none"> <li>• Ensure that key knowledge, vocabulary Learning Intentions and success criteria have been quality assured before teaching starts.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared planning details resources, activities and sequences for learning journey over the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Low quality resources or resources and planning which have not been quality assured and do not meet learning intentions</li> <li>• Stand alone lessons which do not follow the teaching sequence</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that all topics make emphasise fitness and well-being</li> </ul> <ol style="list-style-type: none"> <li>1. Children are encouraged to be excited about the sport/skill. What does an elite performer do? Is this something I can excel at?</li> <li>2. Lesson structure must ensure that children are active for 75% of the lesson.</li> <li>3. Children are taught which muscle groups they are using.</li> </ol>	<ul style="list-style-type: none"> <li>• Signpost children to external sports clubs/activities via google classroom/seesaw and website.</li> <li>• Use intra and inter school competitions to promote performance.</li> <li>• Display sporting success within the wider community and participate in local and regional competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children standing in lines.</li> <li>• Children active for less than 75% of the lesson.</li> <li>• Children not engaging with P.E.</li> <li>• Children allowed not to participate (unless there is a valid reason to not participate)</li> </ul>

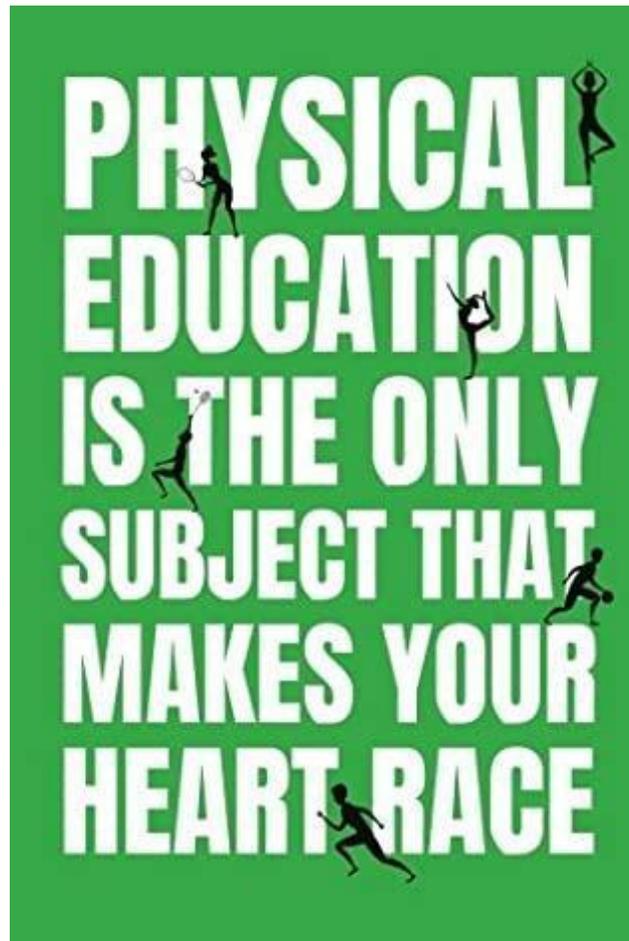
<ul style="list-style-type: none"> <li>• All topics start off using prior learning.</li> <li>• Teachers have knowledge of topics taught in previous year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can access their prior learning through photos and videos to anchor their learning from previous united and year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that does not follow the agreed sequence and capture the progression in learning over time</li> <li>• Lessons only playing sports or games, not teaching the skills sequentially.</li> <li>• New learning which does not anchor with something the pupils can make connections with.</li> <li>• Covered by PPA on a regular basis</li> <li>• Removed as a sanction for poor behaviour</li> </ul>
<ul style="list-style-type: none"> <li>• All planning identifies expectations for SEND support and recording so children can access and communicate their learning in P.E. Might include use of pre-teaching, accessible resources, vocabulary, context etc. <b>Do not want different curriculum for SEND pupils.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Resources and key vocabulary shared and discussed prior to the session.</li> <li>• Pre teach of key skills (such as Fundamental Movement Skills).</li> <li>• S.T.E.P principle applied so that reasonable adjustments are made for children.</li> </ul>	<ul style="list-style-type: none"> <li>• A differentiated curriculum.</li> <li>• Different outcomes and expectations within and between classes in one year group.</li> <li>• Low expectations and a ceiling on learning</li> </ul>
<ul style="list-style-type: none"> <li>• Learning is assessed in all lessons using self and peer assessment, formative assessment, review of oral feedback. This feedback is used by pupils to guide their next steps. Children must evaluate their performance and improvement continually through a unit NOT just at the end.</li> </ul>	<ul style="list-style-type: none"> <li>• Medium term planning contains 'exemplar materials / images' of key skills. Use of models such as P.E Hub and N.G.B's to break down skills and techniques into small steps and videos and pictures used to revisit prior learning from previous sessions / previous year groups</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit 'games' which is just children playing a sport or game with no instruction, support or modification.</li> <li>• 'Memory test' without children referring back to videos, equipment or pictures.</li> </ul>
<ul style="list-style-type: none"> <li>• The skills children need to participate in sports/games and activities are discreetly taught, prior to playing/competing. For example in cricket and rounders players are taught to throw, catch, bat correctly before playing/competing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching sequence and progression in knowledge and skills is documented and reviewed regularly. KInks are made across the curriculum eg passing skills in both basketball and football ( invasion games)</li> </ul>	<ul style="list-style-type: none"> <li>• End point assessment and playing the 'full' version or the sport/game which takes priority over progression of knowledge and skills and correct teaching sequence. Playing the sport/game in 'full' is seen as more valuable than the journey.</li> </ul>

<ul style="list-style-type: none"> <li>Children are encouraged and facilitated to be physically active throughout the school day. Includes:             <ul style="list-style-type: none"> <li>Play opportunities for fitness and sports.</li> <li>Access to sports clubs before and after school</li> <li>In Dragon Club</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children access physical activity at playtimes and lunchtimes through clubs and through play leaders.</li> <li>children participating in personal best challenges.</li> <li>Extra curricular calendar supports children to be physical activity and fosters lifelong participation.</li> </ul>	<ul style="list-style-type: none"> <li>Children misusing equipment</li> <li>Children not allowed to use equipment</li> <li>Playleaders not supported through lack of training or support by adults at playtimes and lunchtimes</li> <li>Children sedentary in clubs such as a Dragon Club</li> </ul>
<ul style="list-style-type: none"> <li>All children have the chance to compete/perform through well-constructed opportunities. Includes a commitment to:             <ul style="list-style-type: none"> <li><b>At least</b> 2 intra school completions as part of their P.E curriculum. Could be athletics, hockey, handball, cricket etc.</li> <li>Allowing children to gauge their performance and personal bests. Could be length of throw, highest score, fastest time, endurance (distance or time), quality of skill etc.</li> <li>Developing opportunities for inter school competition (heavily disrupted by Covid-19. Opportunities will be based on performance and inclusion so all children can attend.</li> <li>Ensuring sports clubs offer a competitive element.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Children attend other events such as Wallasey Cluster and events through other school sport partners</li> <li>Children selected to represent the school in a range of local and regional competitions</li> <li>Where possible multiple teams take part in competitions to ensure all that want to participate are afforded the opportunity to (ie football)</li> <li>Equal representation of genders in all competitions</li> </ul>	<ul style="list-style-type: none"> <li>Stop children participating due to their ability. Provide opportunities for some children and not all</li> <li>Competitions and structures that exclude children</li> <li>allow children to respect the school who do not display respect characteristics</li> </ul>
<ul style="list-style-type: none"> <li>All children are supported to achieve the expected national standard in swimming. If children don't achieve this by the end of year 5, they will be taught again in year 6.</li> </ul>	<ul style="list-style-type: none"> <li>Catch up sessions for children who do not achieve expected standard</li> </ul>	<ul style="list-style-type: none"> <li>Allow children not to participate</li> <li>Allow kit to be barrier to children taking part fully in swimming sessions</li> </ul>
<p>Children learn about sportsmanship. We will nurture this by:</p> <ul style="list-style-type: none"> <li>Children will learn about rules and respect for games/sports.</li> <li>High expectations for how we behave towards team mates/opponents.</li> <li>High expectations for respect towards referees/staff/coaches etc.</li> <li>Children learn to congratulate team mates and opponents regardless of whether they are on the winning team.</li> <li>Developing sports leader roles.</li> </ul>	<ul style="list-style-type: none"> <li>Children follow code of conduct and demonstrate this in local and regional competitions</li> </ul>	<ul style="list-style-type: none"> <li>Allow children to represent school and do not demonstrate sportsmanship.</li> <li>Allow low standards of sportsmanship at playtimes, lunchtimes, extra curricular clubs and other competitions and fixtures.</li> </ul>

**Helping SEND Children Access P.E**

We have the highest ambitions for all pupils. Children with SEND needs must be supported to develop enthusiasm for sports, exercise and well-being knowledge and skills. We referenced several papers on this including Crispin Andrew's text [Addressing Special Educational Needs and Disability in the Curriculum: PE and Sport](https://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf), <https://dera.ioe.ac.uk/13804/1/physicaleducationpe.pdf> and <https://inclusiveteach.com/2019/05/30/send-pe/>.

Accessing P.E	Recording
Remove barriers of changing by allowing children to be dressed for P.E for the whole day. Could extend this for clubs with children who have SEND needs.	
Remove the uncertainty of working in a new space by explaining where the children are going, what will be happening and why. If it is going to be noisy – tell the children that. Most children's anxiety is triggered by uncertainty.	Avoid time being wasted on unnecessary tasks that will distract from core learning. Examples for some children include: <ul style="list-style-type: none"> <li>• Writing notes on techniques/learning.</li> <li>• Writing rules for games.</li> </ul>
Use of pre teaching to allow children to access vocabulary and ideas for a lesson or unit of work. Supported with ongoing resources such as vocabulary cards, video, picture reminders.	Use voice recorders, photographs, and other software and other aids to help children record and capture their learning.
Grouping pupils with care. Evidence shows that manageable mixed-ability grouping or pairing is effective except when carefully planned for a particular purpose such as QFT (pre teaching, feedback etc).	Ensure that as part of QFT. Children are supported to be secure in recording and communicating learning in the lesson. Immediate feedback (in the lesson) has a significant impact on all pupils but especially SEND pupils.
Support above with access to high quality visual resources (photo boards and videos are great in P.E) to: <ul style="list-style-type: none"> <li>• Summarise key ideas.</li> <li>• Show techniques</li> <li>• Give a sequence of steps to produce something.</li> </ul>	Adapting tasks. For example: Giving children sentence stems to evaluate their own, or others work. This could include giving choices of language. <i>E.g. I think this is a good technique because. I think I can improve my technique by...</i>
Ensure that if a child has specific needs re fine motor skills that appropriate adaptations have been considered e.g. multi-sensory balls, grips on rackets, bats etc.	Capture their notes, ideas and observations using photographs and / or recordings.
Ensure that children have time to revisit prior learning before the lessons starts. This might be looking at photos, resources on google classroom. Help strengthen working memory. Encouraged to communicate this using oracy techniques.	Collate this learning on See-Saw/Google classroom so it is not lost.
Heavily emphasise use of learning intentions and success criteria to specific instructions so there is a clarity and guidance to learning. <ul style="list-style-type: none"> <li>• May reduce instructions/number of success criteria steps.</li> <li>• May chunk learning into manageable and achievable steps.</li> </ul>	Display these steps as simple visuals with simple explanations if needed. These could be cards they go through to complete the task.
<ul style="list-style-type: none"> <li>• Minimise any auditory or visual barriers with careful positioning and support.</li> <li>• Allow children to wear ear defenders if needed but have a non-verbal clue for listening time.</li> </ul>	
Give children with motor skills or disabilities more space to work in so they are not constricted.	



**Cross Curricular Education and P.E**

**Promoting RESPECT**

Respect within P.E at St George's is about showing respect for the referee, the opposition, your team mates, for yourself and for the game. You show Respect by accepting victory and defeat with grace, and treating others politely.

<p><b>Resilience</b></p>	<ul style="list-style-type: none"> <li>• Within P.E, you may encounter something you find difficult or something you don't like. Success will not be whether you can do the skill but whether you can choose to challenge yourself and keep trying, demonstrating resilience to persist and persevere.</li> <li>• Celebrate the resilience of elite athletes and the struggles and perseverance involved with success. Must burst the myth that excellence is driven by talent.</li> <li>• Also need to stress that fitness and getting better involves resilience. It takes effort and can be challenging.</li> </ul>
<p><b>Empathy</b></p>	<ul style="list-style-type: none"> <li>• Children can develop leadership and empathy toward others, sharing tactical information and responding positively to others input in game related and competitive situations. Children can show empathy towards theirs and other health, perhaps adopting life-long healthy behaviours.</li> <li>• Children can also demonstrate empathy when winning and losing, understanding what it takes to persevere, succeed and acknowledge other's success.</li> </ul>
<p><b>Self-Awareness</b></p>	<ul style="list-style-type: none"> <li>• How has self-awareness developed leaders in sports and fitness?</li> <li>• Children should be encouraged to develop self-awareness regarding healthy choices and their commitment to a healthy lifestyle.</li> <li>• Children will develop and understand what their role is within a task and demonstrate awareness of how they impact on other people.</li> <li>• Self-awareness can also lead to belief that they can improve with practise, application and determination.</li> </ul>
<p><b>Positivity</b></p>	<ul style="list-style-type: none"> <li>• Who can we celebrate in P.E as a positive role model? What helped these people thrive in their chosen activity?</li> <li>• Children will be taught to appreciate how P.E impacts positively on their lifestyle and reflect on ways in which they could lead a healthy, active lifestyle.</li> <li>• We should encourage them to take part in and to and appreciate a wider range of physical activities and sports.</li> </ul>
<p><b>Excellence</b></p>	<ul style="list-style-type: none"> <li>• What are the important moments in history and important people in physical activity and sport?</li> <li>• How did they affect the world and promote excellence in Physical activity and sport? There are many famous sports men and women.</li> <li>• How can our children achieve their level of excellence in a range of activities P.E and in a range of competitions?</li> </ul>
<p><b>Communication and Teamwork</b></p>	<ul style="list-style-type: none"> <li>• Celebrate the skills and importance of communication and teamwork. Has to be as important as improving skills and individual achievement.</li> <li>• Consider how communication and teamwork helped situations and within different sports and activities? Ask question such as; how did you retain possession to achieve a shared goal of scoring a try/goal/point? How did you work together to limit space when defending?</li> <li>• Ensure that we use intra and inter school competitions to celebrate sportsmanship and attitude.</li> </ul>
<p><b>Oracy</b></p>	<ul style="list-style-type: none"> <li>• Our children should use Physical Education as an opportunity to develop their vocabulary, ask questions; present information orally about their learning; undertake discussions; have debates, share tactical information etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Must be encouraged to describe and evaluate the effectiveness and quality of a performance using appropriate vocabulary. Could describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</li> </ul>
<b>Writing</b>	<p>Our children will be able to use Physical Education as a stimulus for writing such as:</p> <ul style="list-style-type: none"> <li>• Writing match reports from competitive games</li> <li>• Writing a review of your own and others performances.</li> <li>• Comparing similarities and differences in performances.</li> <li>• Writing reviews/adverts for local sports clubs to encourage children to attend.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Our children will access reading in P.E, through rule sheets which they can follow as an individual and as a team, reminding them of the rules of a specific activity when officiating. They can also use resource cards in activities such as gymnastics, which will give information and have new and interesting vocabulary specific to the activity.</li> <li>• Can also access a range of sports and fitness non-fiction texts.</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>• Geography gives us a chance to link excitement with key events such as the Olympics, World Cups and Championships. Who are the countries taking part? Where are they on the map?</li> <li>• Can also explore the origin of sports through geography, culture and history.</li> </ul>
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>• Lots of links between performance in sports and creative arts. Practise, application, performing in front of others are characteristics that can be connected. Also discipline links through dance, rhythmic gymnastics etc.</li> <li>• Modern sports kits link creativity and performance through clothing design, logos, mascots etc.</li> <li>• Music is also connected through national anthems, entrance themes, celebration etc.</li> </ul>
<b>STEM</b>	<p>Performance and fitness are now clearly linked to STEM.</p> <ul style="list-style-type: none"> <li>• Maths gives us a range of opportunities to measure performance with time, distance, height, scores. Technique can be altered with angles, percentages and timings.</li> <li>• Fitness and well-being considerations can be evaluated using mass, calories, capacity etc.</li> <li>• Sports Science is now its own discipline. It incorporates biology and how we measure health with physics of movement and chemistry of diet and nutrition.</li> <li>• Technology gives us an invaluable way to record and evaluate our performance through video, analysis, tracking and other data. There are numerous fitness and sports apps now available.</li> <li>• Design technology has dramatically improved participation for athletes with disabilities and altered the design and equipment available to sports and fitness. Includes everything from aerodynamic bikes to light stitched footballs.</li> </ul>
<b>SMSC</b>	<p>Sporting events are a key part of our countries heritage, social context and cultural celebrations.</p> <ul style="list-style-type: none"> <li>• Exist locally with sporting events, clubs and facilities. For example golf is a key Wirral sport. Also lots of sailing, rugby and cricket clubs that are not typical in other areas.</li> <li>• On a national level, key events such as world championships, cups and Olympics give us a chance to celebrate different cultures.</li> </ul>

**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Subject Content****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

**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 enjoy 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- 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

**Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be 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