



**BRETHERTON ENDOWED CE PRIMARY SCHOOL  
Physical Education Policy**

*Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.*

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

**Introduction**

Physical Education is a statutory requirement of the National Curriculum and an essential contributor to the development of every child. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical Education (PE) develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

**Our Intentions for PE at Bretherton Endowed**

At Bretherton Endowed the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices.

- We want the children's experience of PE to be positive and motivating. PE enables pupils to become physically confident.
- Are to be physically literate by demonstrating physical competence, confidence, motivation, knowledge and personal responsibility when taking part in physical activities.
- To be active across different activities and settings for a sustained period.
- Learn to cope with both success and failure in competitive and co-operative physical activities.
- To challenge and promote self-esteem through the development of physical confidence and problem solving.
- To teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.
- Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness.
- Children take part in individual skills, group skills and team games, using PE
- To be inspired through knowledge and involvement in competitive sports and grass root teams and through involvement with athletes or high performing teams.

We teach in a way that children:

- have fun and experience success in sport
  - can join in at their own level of development
  - build and secure a range of skills
  - develop good sporting attitudes
- 
- understand basic rules
  - experience positive competition
  - learn in a safe environment

Our curriculum aims to ensure that all pupils:

- develop their fundamental movement skills
- improve their agility, balance and coordination
- lead and join in PE games with growing confidence, developing their speaking and listening skills
- learn useful PE vocabulary and knowledge to help them at KS3 and beyond
- enjoy fitness and understand the importance of good diet and exercise

### **Implementation**

At Bretherton Endowed, we treat PE as an important area of learning. We do this by focusing our PE lessons on much more than learning the physical skills and rules of a game. Children are encouraged to work on themselves using these key priorities:

1. Develop their physical competence. This includes working towards achieving a wider range of original and imaginative actions, fundamental skills and effective techniques across different sporting activities. Children work on understanding why different tactical and compositional ideas may be required and how to select these appropriately. Children work on their competency, control and coordination.
2. To develop their physical literacy so that children can use the vocabulary of sports and fitness to develop and progress in their skills and identify strengths and areas for development.
3. To link with local clubs and grass root organisations to promote fitness and competitive sports opportunities out of school
4. Develop their thinking skills. Children work on their decision making and evaluate how they can improve their own and others' performances. They work towards setting up, leading, coaching and officiating activities. Children also plan and lead their own warm up and skills practice to meet the needs of various fitness activities.
5. Develop their social and emotional skills. This focus is supporting pupils to understand and explain how exercise can help them improve their health and wellbeing, as well as encouraging team-spirit, motivation and fair play. Children work on their communication, leadership, co-operation, and commitment to their own health and that of their peers.

### **Impact**

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities.

At Bretherton Endowed, we provide opportunities for children 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. Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity.

It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. Children develop a positive view of physical activity, fitness and sports which ensures they transition into KS3 and 4 PE well.

### **Our PE curriculum**

We plan our curriculum on a two-year rolling programme due to our mixed age classes and sports are taught through skills linked to their core component e.g. invasion etc. Our coverage is planned over a term so we can offer depth of knowledge, skills and practice over a 12-week period rather than a half term. This means that particular skills may be taught through one or more linked sports within a term.

### **EYFS**

In early years, opportunities will be provided for children to be active and to develop co-ordination, control, and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 1 hour each week. As we have mixed age classes, our reception children access specialists' coaches through West Lancs Sports Partnerships throughout the year alongside our Year 1 children.

### **KS1**

In KS1 the curriculum focuses on our fundamentals (agility, balance and coordination); in particular coordination, fundamental movement skills (FMS) and teamwork in order to develop the whole learner, physically, socially and emotionally. Each lesson is built upon an environment to engage all children as to why, what and how we complete a lesson objective. Some lessons use rhymes or analogies in order to help learners discover new ways of completing a task. Other elements to the lessons include how well we respond to winning or losing whilst other elements focus on working with another individual or as part of team. Children in Year 2 commence swimming lessons.

### **KS2**

At KS2, pupils will continue to apply and develop a range of skills and units of work which include invasion, net/wall, and fielding and striking games, gymnastics, dance, and athletics.

In Year 3, the focus will be introducing the pupils to equipment, specifically how to use it and the rules around using it. Techniques will be learnt in a game-based environment to increase the skill level and as such, will stand the pupils in good stead as they progress through the curriculum. In Year 3 children will continue with swimming lessons.

Moving on to Year 4, the focus will be on building on prior learning. Within team-based activities, pupils will, for example, begin to learn what to do with the ball in attack and how to try and win it back as a defender.

As children progress on to Year 5, they will be introduced to the attacking and defending principles within team-based sports. The emphasis will not necessarily be on the pupils performing these skills but to be able to show an understanding of why, where and when each principle would be useful.

Children in Year 5 will also focus on reviewing the performance of others and themselves.

In Year 6, the focus will be on choosing and applying the right skills and tactics in game or match scenarios. The pupils will be expected to be able to identify the options available, choose one and then apply the relevant skill required.

Please see the skills progression document from Succeedin and WLSP. We have set milestones for pupils in each year group that are in appendix 2.

In addition, we are active participants in the Spar School Games programme. The School Games is a programme designed to keep competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best. For the last 2 years, we have been awarded ‘Platinum’ Award status for our consistent focus on inclusive and competitive sports opportunities for our children. You can share in our success on our Sports Funding page of our website.

### **Curriculum Adaptation**

Through Teach Learn Grow-PE, the principle of STEP is followed for adjusting lesson activities for differentiation. Some children may require different activities. S= change the space available, T= Change the task, E= change the equipment e.g. smaller or larger, P= change the people e.g. size of groups.

### **Staffing/Staff Development**

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff should be comfortable and confident in the area of activity being taught. Additional support is provided by either the subject leader, specialist sports coaches or outside providers.

### **Records and assessment**

Assessment for learning will be made through short term observations. Summative assessments will be made through the assessment through skill development, game-based and skill consolidation activities. Formative assessments will be provided through the use of discussions and own-self assessment. Each area taught will be assessed by sports coaches or class teachers through key knowledge and skills ( see appendix x). We also reference the APFE Document Head, Hands, Heart resource.



### **Safe Practice**

All teachers should read the health and safety arrangements for the areas of activity that they are teaching. This school follows the ‘Safe Practice in Physical Education and School Sport 2016’ that includes lesson management, jewellery, clothing and changing procedures. It is an essential read for staff teaching PE in the interests of planning and delivering high quality, safe lessons. It is the

responsibility of the PE subject leader to ensure that staff are periodically notified of any important updates regarding subject specific health and safety guidance.

Accident procedures: Teachers should deal with situations using professional judgement. In more serious cases the trained first aider will be sent for by a responsible child. All accidents should be recorded in the accident book in the office. Any damage, breakage or loss of resources should be reported to the PE Subject Leader and site manager as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Furthermore:

Children will be taught to lift, carry and replace equipment safely.

- All equipment will be checked by the teacher before use.
- When working outdoors teachers will establish certain boundaries.
- All children should dress in navy shorts and school logo t shirt
- Children will work in bare feet for all indoor and apparatus work.
- Trainers are worn for outdoor games, together with tracksuits if cold.
- Long hair should be tied back.
- No items of jewellery should be worn- Earrings should be removed or covered. Watches removed.

**Non-participants:** Children not participating should bring a note explaining the reason for this request. The child should accompany the class and take an alternative role if at all possible. Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school. No pupils will be excluded from any physical education programme unless advised by a medical professional. Teachers are required to set a professional example to the pupils by wearing appropriate clothing and footwear

### **Swimming**

Swimming lessons will be compulsory for all children from Year 2. Lessons will be provided by West Lancashire Sports Partnership at Tarleton High School by employed swimming coaches and staff members qualified to lead in swimming sessions.

Children will be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes.
- To follow and understand basic water safety and survival skills.

### **Safeguarding**

All adults working with children in school will be DBS checked.

### **Monitoring and review**

The PE subject leader and The Head Teacher ( at Bretherton both positions are held by Alison Moxham) are responsible for monitoring the standard of the children's work/ability and the quality of teaching in PE. They are also responsible for supporting colleagues in the teaching of PE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Physical Education is monitored and evaluated through:

- Lesson observations

- Monitoring of lesson planning
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Lead will observe to ensure that high quality lessons are delivered and assessed consistently.

The PE subject leader writes an annual action plan in which the strengths and weaknesses are evaluated and indicates areas for further improvement. Termly updates of this action plan are shared with the subject specific governor and an annual report presented to Governors at the end of the year. Regular pupil voices are carried out to find out pupil's views on PE.

### **Physical activity outside of the curriculum**

In addition to PE, there are a range of opportunities for physical activity throughout the school day.

- **Extra-curricular activities and clubs**

A range of after school clubs are available to pupils which are provided for a small charge by our teachers. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. We encourage all children to participate in some active clubs or sports events over the year.

- **Active playtimes**

We have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. School staff also offer different activities at lunchtimes, such as Football, netball, cross country and skipping.

- **Sports Day**

We organise an annual multi-sport competitive Sports Day type event at the end of the summer term. Parents and carers are actively involved to attend and support their children. We have a wide range of sporting activities on the day to encourage participation and success for all children.

- **Bretherton Blast**

We have a running track which is available to use all year round and we encourage children to use at lunch and playtimes as well as scheduled use within class timetables. Children aspire to beat their personal best.

### **Pupil Voice**

We are proud of our pupil voice opportunities for children to lead and influence sports and fitness in school. Our sports ambassadors have a leadership role in gathering pupils views on fitness at lunchtime, PE and after school clubs and influence decisions in school, e.g. The design of the MUGA. The ambassadors have the opportunity for collaboration with sports ambassadors from the TARDiS cluster of schools by zoom each term led by West Lancs Sports Partnership. In addition, they support inter house competitions, sports day planning and our annual obstacle course.

## Inclusion

Bretherton Endowed Ce Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We aim to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

## Equality Statement

At Bretherton Endowed CE Primary School, we actively seek to encourage equity and equality through our teaching.

As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

This policy was adopted : October 2022

This policy will be reviewed before the end of 2024

**All aspects of our policy intend to comply within the Data Protection ( GDPR) legislation.**



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

[www.brethertonschool.org.uk](http://www.brethertonschool.org.uk)

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## Appendix 1

2 year rolling programme can be found on our PE page of the website. An example of our coverage is found below.

### PE coverage 2020 2021 Autumn Term Cycle A

Slightly amended with change of coaches to WLS ( NOT ALL tournaments are listed) will be reviewed this year in light of new WLS scheme of work

	Class 1		Class 2		Class 3		Class 4	
	1	2	1	2	1	2	1	2
Aut 1	WLS Gymnastics Tues AM	Fundamental skills Thursday	Swimming	fundamental skills catching and throwing	Invasion games hockey	SA Net games Basketball/ cross country	WLS Gymnastics Tuesday AM	NS Net games ( Netball) Wed PM
Tournaments							Football Netball	
Aut 2	WLS Gymnastics Tues AM	Dance/fundamental skills	Swimming	Invasion games Tag rugby LH Thursday	Invasion Games hockey	Net games basketball	WLS Gymnastics Tuesday AM	NS Table tennis/badminton Wed PM
Tournaments								Sportshall athletics
Spring 1	Balance bikes Year R Fundamental skills technique – catching throwing	Fundamentals ( football skills)	Swimming	Games – WLS Tuesday AM ( hockey?)	Striking and fielding (cricket)	Games WLS ( football?)	Cross country	NS Invasion games( Tag rugby)
Tournaments		Scavenger hunt					Indoor cricket Table tennis Gymnastics Performing arts - Tarleton	
Spring 2	LW Dance	Fundamentals ( running technique)	Gymnastics	Games – WLS Tues AM (hockey?)	Striking and fielding (cricket)	Games WLS (Football?)	Cross country	NS Invasion games ( Tag rugby)
Tournaments							Tag rugby Cross country Muddy woody	
Summer 1	LW Net games skills ( tennis skills)	WLS - OAA	WLS - OAA	Athletics	Athletics Field events	Games ( dodgeball)	athletics	NS Strike and fielding ( Rounders)

Tournaments								Football Cricket Netball Hike to Pike Swimming Gala
Summer 2	Fundamental skills agility/balance/spin i.e. Athletics Possible swim blossoms legacy year R	WLS - OAA	WLS - OAA	Net games ( Tennis)	Net games (Tennis)	WLS <del>poss</del> dance additional ( production)	WLS <del>poss</del> additional dance ( Production)	NS Free choice 2 week swimming ( assessment)
Tournaments		Tennis				<del>Dodgeball</del> Tag rugby Mixed cricket Athletics <del>TASA</del> olympics Tennis Rounders		

Included within all these sports and PE coverage areas are the principles of good sportsmanship, contribution to team through attending and committing to practice and training, developing each other and building skills in self and others. The language of sport must be within and the child's ability to discuss progress and areas of improvement and be self motivated to improve. In addition to developing those children who have gaps in their physical literacy to ensure a build up of skills ( even if this means looking back at fundamental skills if not secure), our higher achievers in sport will be challenged to be coaches/leaders and their ability to inspire and excel through developing themselves, the team and others.

Reduced competitive sports on Autumn – look to include Spring at latest. Review this plan for our sessions when receive the scheme of work from WLS.

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## PE coverage 2021 2022 Autumn Term Cycle 2

Slightly amended with change of coaches to WLS ( NOT ALL tournaments are listed) will be reviewed this year in light of new WLS scheme of work

	Class 1		Class 2		Class 3		Class 4	
	1	2	1	2	1	2	1	2
Aut 1	Fundamental skills Succeeding Multiskills lesson 1-6	Striking and fielding/Fundamental skills	Swimming	Invasion games Tag rugby ( Succeed in year 2 lessons 1-6)	WLS striking and fielding	SA Net games Basketball/ cross country ( succeeding basketball year 5 ( 1-6)	WLS Striking and fielding Tuesday AM	NS Net games ( Netball) Succeeding year 6 lesson 1-6
Tournaments	Football Netball							
Aut 2	Fundamental Fundamental skills technique – catching throwing	Striking and fielding/fundamental skills	Swimming	Invasion games Tag rugby ( Succeed in year 2 lessons 7-12)	WLS Striking and fielding	Net games Basketball (succeeding year 5 lesson 7-12)	WLS striking and fielding Tuesday AM	NS Table tennis/badminton Succeeding year 6 lesson 7-12
Tournaments	Sportshall athletics							
Spring 1	Balance bikes Year R WLS dance Year 1 Lesson 1-6	WLS Fundamentals athletics	Swimming	– WLS athletics	Striking and fielding (cricket) Succeeding Cricket year 5 lesson 1-6	WLS athletics	Cross country	NS Invasion games ( Tag rugby) Succeeding Rugby Year 6 lesson 1-6
Tournaments	Scavenger hunt				Indoor cricket Table tennis Gymnastics Performing arts - Tarleton			
Spring 2	Dance WLS dance Year 1 Lesson 7-12	WLS Fundamentals athletics	Gymnastics Succeed in WLS plans gym lesson 1-6	– WLS athletics	Striking and fielding (cricket) Succeeding Cricket year 5 lesson 7-12	– WLS athletics	Cross country Succeeding Outdoor athletics	NS Invasion games ( Tag rugby) Succeeding Rugby

							running lessons 1-4	Year 6 lesson 7-12
Tournaments	Tag rugby Cross country Muddy woody							
Summer 1	Net games skills ( tennis skills) Succeeding Tennis year r/1	Athletics – throwing and catching Succeeding Outdoor athletics year 1 Lesson 1-6	WLS Athletics	Athletics Succeeding outdoor athletics Lesson 1-6	WLS dance	Games (dodgeball) Succeeding Year 5 dodgeball Lesson 1-6	WLS dance	NS Strike and fielding ( Rounders) Succeeding year 6 Lesson 1-6
Tournaments	Football Cricket Netball Hike to Pike Swimming Gala							
Summer 2	Fundamental skills agility/balance/spin in Athletics Possible swim blossoms legacy year R	Athletics Throwing and catching Succeeding Outdoor athletics year 1 Lesson 7-16	WLS dance	Net games ( Tennis) Succeeding Tennis year 3	WLS Athletics dance	dance additional ( production)	Dance WLS	NS Free choice 2 week swimming ( assessment)
Tournaments	Tennis Dodgeball Tag rugby Mixed cricket Athletics TASA Olympics Tennis Rounders							

Included within all these sports and PE coverage areas are the principles of good sportsmanship, contribution to team through attending and committing to practice and training, developing each other and building skills in self and others. The language of sport must be within and the child's ability to discuss progress and areas of improvement and be self motivated to improve. In addition to developing those children who have gaps in their physical literacy to ensure a build up of skills ( even if this means looking back at fundamental skills if not secure), our higher achievers in sport will be challenged to be coaches/leaders and their ability to inspire and excel through developing themselves, the team and others.

All lessons will be linked to the WLS login

Appendix 2

Progression document / Milestones in PE

In Years 1 and 2 pupils:

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.
- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.
- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.
- Swim unaided up to 25 metres.
- Use one basic stroke, breathing correctly.
- Control leg movements.
- Athletic activities are combined with games in Years 1 and 2.

**Physical Education Years 3 and 4**

In Years 3 and 4 pupils:

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.

- Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
  - Swing and hang from equipment safely (using hands).
  - Swim between 25 and 50 metres unaided.
  - Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
  - Coordinate leg and arm movements.
  - Swim at the surface and below the water.
  - Sprint over a short distance up to 60 metres.
  - Run over a longer distance, conserving energy in order to sustain performance.
  - Use a range of throwing techniques (such as under arm, over arm).
  - Throw with accuracy to hit a target or cover a distance.
  - Jump in a number of ways, using a run up where appropriate.
  - Compete with others and aim to improve personal best performances.
  - Arrive properly equipped for outdoor and adventurous activity.
  - Understand the need to show accomplishment in managing risks.
- 
- Show an ability to both lead and form part of a team.
  - Support others and seek support if required when the situation dictates.
  - Show resilience when plans do not work and initiative to try new ways of working.
  - Use maps, compasses and digital devices to orientate themselves.
  - Remain aware of changing conditions and change plans if necessary.

In Years 5 and 6 pupils:

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.
- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

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- Create complex and well-executed sequences that include a full range of movements including:
  - travelling
  - balances
  - swinging
  - springing
  - flight
  - vaults
  - inversions
  - rotations
  - bending, stretching and twisting
  - gestures
  - linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.
- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improvement.
- Select appropriate equipment for outdoor and adventurous activity.
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Use a range of devices in order to orientate themselves.

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## Appendix 3

### Links to Social Moral Cultural Education

At Bretherton Endowed CE Primary school we believe that PE provides significant opportunities for children to develop Spiritually, Morally, Socially and culturally:

Key stage	Spiritual Development	Moral Development	Social Development	Cultural Development
KS1	<p>delighting in movement , particularly when students are able to show spontaneity. Taking part in activities such as dance, gymnastics which help students focused, connected and creative . Being aware of one’s own strengths and limitations.</p>	<p>developing the Olympic values of:</p> <ul style="list-style-type: none"> <li>• <u>Self reflect</u></li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Teamwork</li> <li>• Passion</li> </ul> <p>Developing positive sporting behaviour</p>	<p>Developing a sense of belonging and <u>self esteem</u> through team – work. Developing a sense of community through taking part in inter school sporting events.</p>	<p>Learning about the history of sport and where sports originate from making links with national and global sporting events such as the World Cup and Olympic Games. Explore rituals surrounding sporting activities.</p>

KS2	<p>P.E supports spiritual development by increasing their knowledge and understanding of the body’s performance when exercising; this leaves pupils amazed at the body’s ability.</p> <p>Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances.</p> <p>Allowing pupils’ reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression.</p> <p>Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p>	<p>P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson.</p> <p>Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice.</p> <p>The frequent opportunity given to pupils to supports the importance of abiding by rules.</p> <p>Links to fair play and our Christian values of courage, hope, love</p>	<p>P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success.</p> <p>Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur.</p> <p>Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>	<p>P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own.</p> <p>Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels.</p> <p>Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances.</p> <p>Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p> <p>Opportunities to know the history of sports and games within the curriculum</p>
Key stage	Spiritual Development	Moral Development	Social Development	Cultural Development

Appendix 4

School Games

# Intra Competition and Personal Best Weeks

