



Rosehill Junior School

P.E. Policy

September 2022



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Statement of Intent

At Rosehill Junior School, physical education is an integral part of our curriculum that is inclusive and engages all pupils, in a supportive and challenging environment. We aspire for children to acquire, develop and refine their practical skills and techniques; to further their knowledge and understanding of PE concepts and principles and develop their overall competence, to enjoy, and excel in, a broad range of sports and physical activities.

We aim to deliver high-quality teaching and learning opportunities which enable all children to succeed; to enjoy their learning; to be resilient and consistently strive to give their best efforts at all times and achieve their potential and personal best.

Children participate in competitive sport and through this we teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect, values we hope to embed for future life.

We understand the importance P.E., school sport and physical activity has on children's' general health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Swimming is an important life skill and we aspire for all children to leave primary school being able to swim at least 25 metres.

Statement of Implementation

- P.E. at Rosehill Junior School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, striking and fielding games, gymnastics, dance, outdoor and adventure activities and swimming.
- Children participate in two P.E. lessons each week, covering one sporting activity every six weeks.
- The long-term P.E. curriculum map sets out the P.E. units/activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met. It also allows the children to revisit each unit of work and develop their skills.
- We use and adapt a scheme of work which we have written ourselves. This allows us to set challenging and progressive outcomes across the key stage.
- We continually assess the children each term with a bespoke assessment tracker we have developed ourselves to ensure that children have the best chance possible to develop a range of key skills in the different units of work we cover.



- The emphasis of our P.E. curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.
- Children in year four attend swimming lessons for one term each year.
- We promote both participation and competition through P.E. and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.
- We have an annual inclusive House Sports Day, with the emphasis on participation and achievement for all
- Children also have opportunities to participate in the local school sports partnership inter-school sports competitions.
- Children have the opportunity to participate in extra-curricular sports activities throughout the year with specific clubs set up to work towards competing in school games competitions.
- We offer a residential experience for children in years 3, 4, 5 and 6 each year.
- Children participate in county wide initiatives such as 'Hit the Ground Running' to promote health, fitness, mental wellbeing and personal challenge and resilience. Competing with others fosters a sense of team spirit and cooperation amongst our children.

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1. Introduction

At Rosehill Junior School we recognise the importance P.E. plays in the curriculum and are committed to providing all children with opportunities to engage fully in physical education. P.E. should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active



lives, as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

2. Aims and objectives

The consistent delivery of high-quality P.E. lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities.

- Develop knowledge, skills and understanding across a broad range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities.
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To promote safe practice in all sports and activities.
- To use sport to build pupils self-confidence and self-esteem.
- To encourage involvement in extracurricular sporting activities and develop community and club links.
- Increase participation in competitive sports both in and out of school.
- To develop staff competence and confidence in the delivery of high-quality PE lessons.

3. Teaching and Learning

Children from year 3 to year 6 have two hour-long lessons of P.E. a week during curriculum time. In year 4, one P.E. session per week is taken up by swimming lessons once a week for a whole term. Each day, children compete in the 'Hit the Ground Running' challenge, utilising the school's all weather running track to walk/run as far as they can during 15 minutes of their lunchtime.

4. Curriculum planning

The P.E. curriculum at Rosehill Junior School covers the National Curriculum Programmes of Study in P.E., as stipulated in the P.E. National Curriculum 2014 document. The school uses a P.E. scheme of work written by Mr MacDonald, which has been specifically designed to ensure year on year



progression in skills, knowledge and understanding. Pupils develop physical skills, knowledge and understanding, as well as learning about fitness, co-operation, sportsmanship and fair play. Pupils are assessed by means of a bespoke P.E. assessment tool to ensure progress is made and age related expectations are met by all children. Children are assessed during units by the individual who delivers P.E. to their class and these assessments are monitored termly by Mr MacDonald. These assessments inform end of year reports to parents.

We aim for full participation in every P.E. lesson and aim to do this by:

- A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- Our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and P.E. lessons will be suitably differentiated in order to support and challenge pupils.
- Staff ensure that pupils of all abilities are able to access the P.E. curriculum by providing alternative or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
- Pupils who are unable to participate in a PE lesson are expected to adopt other roles in the lesson, such as observing, giving feedback, evaluating, coaching, umpiring and refereeing.

5. Social, Moral and Culture

Pupils develop physical skills, knowledge and understanding, as well as learning about fitness, co-operation, sportsmanship and fair play.

The aim of teaching children about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and we teach pupils to understand that good physical health contributes to good mental wellbeing, and vice versa.

At Rosehill Junior School, in P.E. lessons, we teach the characteristics of good physical health and mental wellbeing. Pupils are taught about the benefits and importance of physical activity, exercise, diet and nutrition and how this can impact on their overall health and wellbeing. Children learn about the changes that can occur to their bodies, as a result of physical activity, and how being active can impact positively on their mental wellbeing.

6. Assessment

Assessment is carried out by the individual who delivers the P.E. lessons to the class. Children will be assessed as either developing, secure or exceeding, in a range of skills for the curriculum areas covered. This data is stored in tracking files and is monitored on a half termly basis by the P.E. subject leader. Swimming will be assessed by the swimming instructors provided by Rotherham



Leisure Centre. The P.E. lead will be responsible for publishing swimming data on the school website, as per national guidance.

7. Subject leader

Monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the subject leader. The work of the P.E. subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The P.E. lead, Mr MacDonald, is responsible for the overall monitoring of the quality of P.E. and physical activity provision.

We monitor P.E. in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Pupil voice questionnaires
- Pupil records of participation, focusing on different groups
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports clubs

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