Revision 1 March 2023, Revision 2 April 2024

Curriculum Policy

PE and School Sport

Subject Definition

PE is a foundation subject within the National Curriculum. It is instruction in physical exercise that aims to develop students' competence and knowledge in movement. It also aims to develop students' ability to use movement to perform a wide range of activities associated with the development of an active and healthy lifestyle. It is an opportunity to develop students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation.

Aims/Objectives/Intent

Physical Education aims to promote: cardiovascular fitness, strength, endurance, flexibility and body composition. Our curriculum is designed to ensure that all pupils have input on both fundamental skills and challenging skills. These combined, encourage development of sporting confidence and competence. We offer children in Key Stage 2 (Year 4 and Year 5) swimming sessions and seek to ensure that all children leave our school with the ability to swim 25m. Our Year 6 swimming top-up programme also helps us to achieve this. Above all, we aim to inspire children to enter later life with the ability to pursue sporting activities, equipped with lifelong skills that they are able to take responsibility for after leaving Mosspits Lane Primary School.

PE helps our children to foster a love for physical education and sport. We aim to ensure that every child has the opportunity to access at least 60 minutes of physical activity twice a week. We cover all aspects of the PE national curriculum and through our broad curriculum offering, we aim to remove any barriers to goal setting whilst remaining ambitious for all pupils. We want children to grow up and shine physically, emotionally and socially.

We believe, through experiences and a broad, balanced and progressive curriculum tailored to all children, they will have the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for their engagement in physical activity, sport and PE throughout their life at Mosspits and beyond. Our sporting values (TEAMWORK * RESPECT * PASSION * SELF-BELIEF * ECO-FRIENDLY * DETERMINATION * HONESTY) intertwine with the school ethos and it is through these, that our children are able to develop and maintain a positive physical, social and mental outlook. This is embedded into all lessons, extra-curricular opportunities and competitions.

We provide physical activities before, during and after school as well as attending weekly out of school competitions. We have a strong track record of linking our school with outside clubs in order to bridge community links.

Our vision is for children to leave Mosspits as well rounded individuals physically, socially and mentally as well as growing to become confident, resilient and independent; able to take responsibility for their health and fitness throughout their life.

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Curriculum Organisation

All teachers (EYFS to Y6) are expected to ensure that their class receives two hours of PE per week: one session per week is taught by the class teacher and the additional session is taught by the sport specialist. Teachers receive PE support sessions whereby they are able to teach collaboratively with the Sports Coach where required.

The National Curriculum (2014) outlines the key purposes, aims and content overview to be taught in each key stage. The school utilises planning set out by the GetSet4PE planning scheme.

PE at Mosspits Lane has been designed with a well thought out, cohesive and progressive curriculum at its heart. PE at Mosspits is for all pupils and all pupils can benefit from a high-quality PE curriculum and teaching and learning - especially those with SEND and from disadvantaged backgrounds. The sequencing of curriculum has been well thought out so that children can access content, develop the competencies which build proficiency and motivation and maximise the opportunities for pupils to make meaningful connections from previous units.

Each unit of PE builds on its previous and children are able to practise their learning year on year if not every other year. Revisiting and progressing is vital and providing opportunities for children to continue to use their knowledge and skills outside of PE lessons (such as during lunchtimes) is a vital offering that we have at Mosspits Lane. We have invested in the PALS scheme to upskill KS2 children to become play leaders and we have invested in the playground equipment available during play times and lunch times.

Developing motor competence, strategy, rules and tactics and healthy participation are the progressive drivers that are embedded at Mosspits Lane when we build the curriculum. PE will be the first time that some pupils are taught how to make confident and controlled motor movements. For children with greater prior knowledge, they are taught how to develop their existing competences. Knowing what to do and how to do it are fundamental drivers in PE at Mosspits Lane.

Teaching and Learning Strategies

PE is taught practically in our school and it follows four general themes:

- Skills practise (to acquire knowledge)
- Vocabulary knowledge
- Application of skills to a game-like situation (tactile)
- Applying skills to a competitive situation.

Where possible, we encourage competitive opportunities so as to give children the opportunity to practise tactics and rule play as well as experience how to handle winning or losing in a healthy way.

Where possible, at the end of every module, throughout the school year we encourage teachers and the sports coach to provide opportunities for children to take part in intra-class challenges as well as out-of-school competitions through LSSP.

Assessment

PE is assessed in line with the school's policy for foundation subjects and is reported via the end-of-year school report. As there are few written opportunities, teachers are required to keep some video/pictorial evidence of a selection of outcomes as evidence. Class Teachers and the PE Coach work together to come to an end of year judgement. In lessons, success criteria and 'skill videos' are utilised in order to measure success.

Resources

The school has an extensive range of resources to support learning in PE, including resources for invasion games, net/wall games, gymnastics, athletics and outdoor and adventurous activities. Resources are regularly audited and updated by the school's PE and School Sport Lead.

Community Links and Enrichment

The school continually strives to develop excellent links with local organisations and sports clubs to enhance the delivery of PE across the school. We have worked and continue to work closely with Liverpool Harriers, Wavertree Tennis Centre, All Stars Cricket and Lancashire Cricket. The school encourages teachers to use parents/family or local community residents to come into school to share their sporting expertise. Some of these organisations provide sessions at different points in the year, but most links are particularly evident during our annual Health and Wellbeing celebration in the summer term.

PE Kit

Children are expected to wear school-specific PE kits. This includes: blue PE shorts, a white t-shirt with the Mosspits Lane Primary School badge and a pair of black pumps/trainers appropriate for physical activity. Staff should ensure that children's clothing is appropriate for PE before starting their lesson. In addition, it is expected that teachers delivering PE are to wear suitable clothing.

Children come to school wearing their PE on their PE days so as not to hinder participation and time slippage.
The following procedure will take place if children forget their PE kits:

1. If children forget their PE kits once, they will be allowed to partake in the lesson, removing their tie and jumper/cardigan. Parent's will be informed and reminded of PE days to ensure children come to school wearing their PE kit.
2. Should suitable footwear not be available, staff can utilise the 'spare' uniform kept in EYFS, KS1 or KS2 toilets.

Health and Safety

Teachers will ensure that every child is safe to participate in PE before the lesson starts. This includes:

1. Ensuring every child is wearing the correct PE kit and wearing shoes appropriate for PE.
2. Ensuring children aren't wearing jewellery.
3. Ensuring hair that is below the shoulders is tied up for the entirety of the lesson.

4. Clear modelling of equipment to be used.
5. Clear instruction on how to store equipment away after use.

Throughout the lesson, teachers will ensure that children are moving safely around the space and handling equipment correctly. Staff will ensure the space and equipment used is safe and appropriate for use. Staff will ensure that children are aware of how to use the equipment and that they continue to use it appropriately. Staff will also be dressed appropriately.

Membership to the Liverpool School Sports Partnership (LSSP)

Our school is affiliated to the Liverpool School Sports Partnership and holds a Gold Award Membership Award for Sport (School Games Mark). This type of membership allows us access to CPD opportunities delivered by external providers and sporting competitions / in-school programmes (e.g POWER Programme, Scoot School, PALS Programme) to compliment the opportunities we provide to our children. Our school makes a decision about re-activating its membership with the partnership on a yearly basis.

Increasing Participation in Competitive Sport (LSSP)

To ensure pupils of all abilities have the opportunity to participate in competitive school sport, we access a range of competitions across various city providers. The majority of these are through LSSP, although competitions and community links have been established with our wider community/organisations. Our aim is to provide pupils with the opportunity to access competition at different levels relevant to their confidence, competence and motivation. As a school, we use the LSSP competitions model to link competitive sport to pupil competence. This model has a 3-tiered approach to ensure that all pupils can access competition at a level that suits them. Competitions fall under one of three categories: **Celebrate – Aspire – Inspire.**

Celebrate Competitions:
We recognise that some pupils prefer to represent their school by participating in a fun, inclusive and non-competitive environment and we are passionate about creating opportunities for pupils to experience events that enable them to develop their confidence and unlock their potential to participate competitively. As such, LSSP have created a fun and diverse calendar of Celebrate Festivals that develop and extend fundamental movement skills, (agility, balance and coordination) helping students become increasingly competent and confident to participate in the competitive environment.

Aspire Competitions:
The aim of Aspire Competitions is to introduce both staff and pupils to the rules, skills and tactics of new / different sports. Once skills & rules have been taught, students will have the chance to test their skills in a competitive friendly game. Creating a relaxed, less pressured environment is designed so all pupils have a positive competitive experience. Some Aspire Competitions do offer pathway opportunities.

Inspire Competitions:

Inspire Competitions is the name LSSP uses for 'traditional formatted'+ pathway competitions e.g, knock out / group winners progress etc. Inspire Competitions are specific competitive events which are intended to recognise participants for their sporting performance/achievement/excellence. These are competitive events.

Other ways that competition environment has been adapted include:

- Widening the competition environment to develop character and life skills
- Adapting the scoring to develop different sports skills
- Adding fun elements to engage new audiences
- Widening the competition environment to improve health
- Adapting the format to increase motivation
- Considering age or maturity levels to support fair competition and foster social connections
- Using technology to develop physical skills

Monitoring Active Participation

Attendance and allocation of clubs is monitored to ensure opportunity for all children to take part in enrichment activities, including pupils entitled to Pupil Premium and those that have a special educational need or disability.