

P.E. at St Thomas More Catholic Primary School

Intent

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.

At St Thomas More we aim to create a positive relationship with physical activity for life. We focus upon everyone being active, supporting children to develop the physical literacy, emotional and thinking skills which underpin not just activity and sport but are transferable life skills that support whole school development. We aim to instil a love for being active and being healthy and for each individual to realise their full potential, spiritually, academically, physically, socially and emotionally.

At St Thomas More we focus upon the development of agility, balance, coordination, healthy competition and cooperative learning. P.E. is taught in 60 minute lessons twice weekly in EYFS, KS1 and KS2. Our programme of study is created around Real P.E. which is based upon the national curriculum objectives. The skills and knowledge taught within are a progressive journey to enable learners to unlock their full potential as well as developing confidence in their physical abilities. We aim to include, challenge and support the development of all learners.

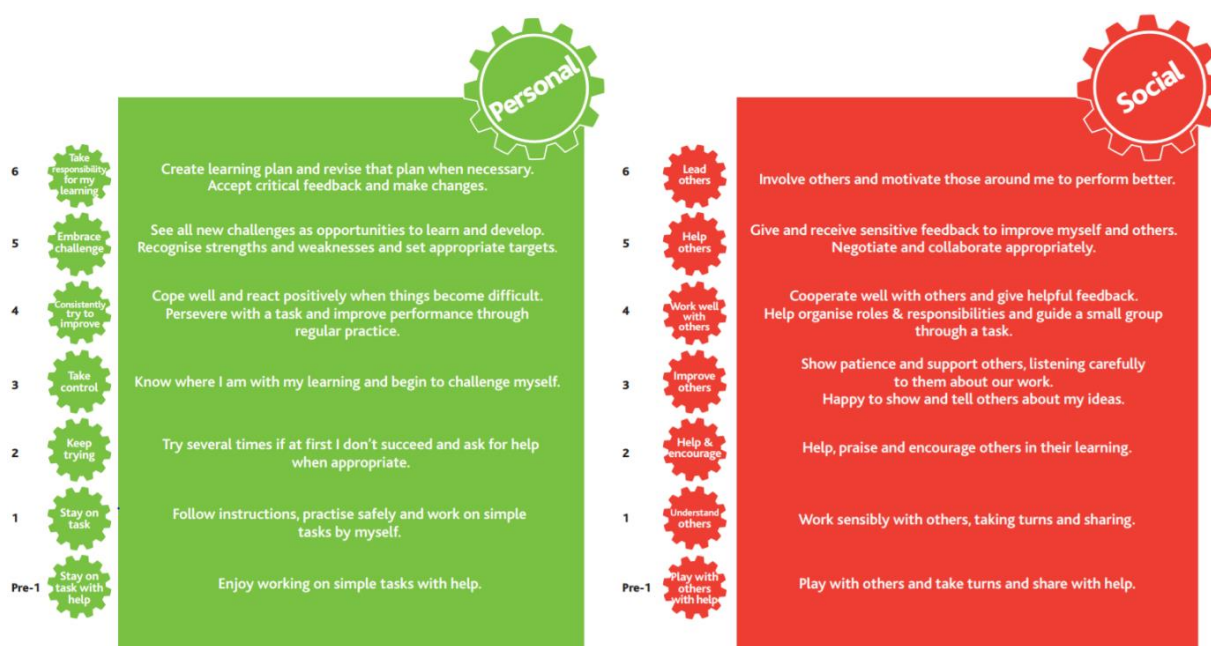
At St Thomas More we also educate children with the knowledge and skills to lead a more active, healthier lifestyle. Develop supportive, safe and fun environments for every child to be active. Support the development of the whole child through physical activity. Through our membership with MoveMore we are able to run interventions to help: develop children's physical development, develop children's resilience, behaviour and building positive friendships, and develop their understanding in three key areas: mental health & well-being, physical activity and healthy eating and sleeping. Through a family engagement programme we also aim to engage whole families in building positive and behaviour changing habits that are the key to making a sustainable impact on children's lives.

At St Thomas More we strive to give our children opportunities outside of P.E. lessons to experience sport and physical activity within different contexts. This is an important part of getting all children active and creating a sustained impact towards a healthy lifestyle throughout their lives. We aim to provide opportunities for all to experience and enjoy competitive physical activities and sports. We give our pupils the best opportunity to learn important life skills such as swimming and cycling to enable them to use these to lead a healthy lifestyle.

During Covid-19 school closures in 2019/20 P.E. was taught through an adaption of the Real PE curriculum with support through our membership with MoveMore. They provided skill specific video lessons delivered by P.E. specialist that could be accessed and completed at home. This enabled children to continue to have access to high quality P.E. during this time.

Implementation

The teaching and learning in our P.E. can be characterised as a holistic approach where we are aiming to develop the 'whole child'. Real P.E. is built around an assessment framework with clear learning journeys which develop a range of **personal, social, physical, health & fitness, cognitive and creative** abilities. This focus on such 'abilities' will help us to align P.E. across the whole school and curriculum, embedding the core values in all our teaching and learning. The tables below show the learning journeys used to support and celebrate pupil's progress in their personal and social skills.



The development of Fundamental Movement Skills (FMS) is at the core of each P.E. lesson. FUNS for everyone forms the central spine throughout the real PE scheme. It is a progressive programme designed to include, challenge and support the development of FMS at all ages, stages and abilities. It includes over 200 physical challenges organised into 12 stations and 6 progressive coloured levels, covering a range of agility, balance and coordination (abc of P.E.). This enables both teacher and personal assessment and monitoring of progress. The table below shows just some examples of the progressive challenges involved in the programme.

Balance	Pre-yellow	1 leg balance ● 10 secs (both sides)	1 leg balance ● 5 x mini-squats (both sides)	1 leg balance ● 30 secs with eyes closed and 5 x ankle extensions (both sides)	1 leg balance ● 5 x mini-squats with eyes closed (both sides)	1 leg balance ● 10 x squats to ankle extensions eyes open then eyes closed (both sides)
		Seated balance ● 10 secs with no hands/feet down	Seated balance ● Transfer cone (swapping hands) with no hands/feet down	Seated balance ● Hold dish shape for 5 secs	Seated balance ● Hold v-sit for 10 secs	Seated balance ● With hands and feet off floor and eyes closed, retrieve cones from front/side/behind
		Floorwork ● 10 secs in mini-front support	Floorwork ● Transfer cone in mini-front and mini-back support	Floorwork ● Hold full front support and transfer cone in full front support	Floorwork ● Transfer tennis ball in front and back support	Floorwork ● Transfer tennis ball in front and back support
Coordination	Pre-yellow	Sending & receiving ● Roll/collect and throw/catch large ball with 2 hands x 5	Sending & receiving ● Throw and catch tennis ball with opposite hand (both directions) with and without bounce x 5	Sending & receiving ● Alternately strike 2 large balls using both hands x 5 / kick with alternate feet x 5	Sending & receiving ● Throw and catch 2 balls in a circuit (in both directions) x 5	Sending & receiving ● Throw and catch 3 balls in a circuit (in both directions) for 30 secs
		Footwork ● Side-step, hop, gallop and skip	Footwork ● Side-step with front and reverse pivots	Footwork ● Hop-scoot off alternate leg forwards and backwards	Footwork ● 3 step zigzag patterns forwards at speed with knee raise across body/heel raise	Footwork ● 3 step zigzag patterns backwards at speed with knee raise across body
Dynamic Balance to Agility	Pre-yellow	Jumping and landing ● Jump from 2 feet to 2 feet forwards, backwards and side to side with rhythm x 3	Jumping and landing ● Jump from 2 feet to 2 feet with quarter turn in both directions x 3	Jumping and landing ● Jump from 2 feet to 2 feet with 180 turn in both directions x 3	Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3	Jumping and landing ● 1 foot to 1 foot jumps sideways with knee raise and freeze on landing (hop / 1 foot to other) x 3
		Reaction/Response ● From 1, 2 and 3 metres catch a large ball after 2 and then 1 bounce x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, balancing on one leg x 3	Reaction/Response ● From 1, 2 and 3 metres catch tennis ball after 1 bounce, with step and hand across body	Reaction/Response ● From 1, 2 and 3 metres, face away; respond to shout, turn and catch tennis ball after 1 bounce

As part of this teaching process, teachers need to plan the following:

- At the start of each unit teachers take the time to explain the learning cog and outcomes. Letting children to self-assess where they believe they are on the cog.
- During the first lesson teachers will perform a baseline assessment on the FUNS skills being taught.
- Teachers will use the online Jasmine platform to support planning and to provide children with high quality examples.
- At the start of each lesson teachers communicate outcomes in learners' language and check for understanding.
- Through the FUNS challenges provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve.
- Teachers give regular, specific praise for positive behaviours against the learning cogs before suggesting improvements.
- Lead whole group plenary at the end of each lesson reviewing through questioning.
- Teacher will enable learners to demonstrate, show or discuss knowledge, a skill or behaviour to each other.
- At the end of each unit teachers will assess against the FUNS skill that has been taught providing a clear indication of progress.
- At the end each lesson children will have the opportunity to self-assess against the learning cogs.

Through our health membership with MoveMore we have a Health Activator working with our school throughout the year. They work with children to increase their knowledge and understanding of physical and mental well-being. They run interventions to support children to build an understanding of resilience, a variety of emotions and learn how to lead a healthy, active lifestyle and give them confidence and skills to take part in physical activity. Underpinning all of their work are the 5 Ways to Well-Being: connect, be active, take notice, keep learning and giving. We run

physical development interventions such as Fizzy, Funky Fingers and Engage the least active. We run interventions to develop children's resilience, behaviour and listening skills. Through the setting up of a pupil led health council they have focused on improving the physical activities at lunch time through creating play leaders.

Through our health membership with MoveMore we also have a Family Engagement Officer who works with families to create a sustained impact at home. With support from our CAFAW they have engaged parents through coffee mornings to discuss how a balanced diet and movement positively impacts physical and mental health. They have also run whole school parent workshops aimed at relevant topics and challenges parents at St Thomas More have discussed such as Fussy Eaters. They will also be leading family play session to create fun sessions for parents and carers and their child to have positive play experiences together. To explore being creative, imaginative, persevering, following instructions and rules and having fun together.

We provide a variety of opportunities for children to experience sports and activities. The MoveMore network provides a number of large scale activities which vary in terms of activity, age group, competitive/non-competitive and competitions aimed at specific groups of children, such as SEND, less active children, girls only or competitions for children who are not part of a club. We also use outside providers to come into school such as Cheltenham Town Football Club, Gloucestershire Cricket Club and Sports For Schools to give children different experiences.

At St Thomas More we understand the need for our children to learn specific life skills during their time at our school. We provide swimming lessons from Year 2 to Year 6, with each year group completing a term of lessons each academic year. This is to enable children to leave our school being confident, competent and safe in water. During Year 5 children who are least confident are provided intervention through Heidi's Heroes, a week long crash course. We also provide balance-ability for our EYFS and Year 1 to enable them to learn how to ride a bicycle safely.

Impact

This successful approach to P.E. at St Thomas More Catholic Primary School will result in engaging, fun, high-quality P.E. lessons that create a positive relationship with physical activity for life.

Increasing the amount of children being active, children will develop the physical literacy, emotional and thinking skills to reach their full potential. It will lead to an improvement in children's well-being having lasting impact. Children will leave school with important life skills such as swimming and riding a bicycle.