

Our Lady's Bishop Eton Primary School



PE HANDBOOK

INTENT

All of our children will have consistent access to a broad, balanced and high quality programme of physical education and activity which will promote their development in the following areas:

HEAD – THINKING

- Decision making
- Analytical – deep understanding
- Confidence
- Creativity

HANDS – DOING

- Physical competence
- Growth and development
- Physical activity
- Competition

HEART – BEHAVIOUR

- Being involved and engaged
- Growing socially and emotionally
- Building character and values
- Leading a healthy active lifestyle

IMPLEMENTATION: NATIONAL CURRICULUM

Physical Education National Curriculum 2014	
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.	
Key Stage One	
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.	
M1 1	<ul style="list-style-type: none"> • 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
M1 2	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending
M1 3	<ul style="list-style-type: none"> • perform dances using simple movement patterns.
Key Stage Two	
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.	

M2 1	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination
M2 2	<ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
M2 3	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance
M2 4	<ul style="list-style-type: none"> perform dances using a range of movement patterns
	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
M2 6	<ul style="list-style-type: none"> 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.	
S 1	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres
S 2	<ul style="list-style-type: none"> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
S 3	<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations.

IMPLEMENTATION: PLANNING

At OLBE we recognise the importance and benefits that physical activity has not only on overall physical health, growth and development but also the contribution and positive impact it has on mental health. We believe that well planned, high-quality physical education allows our children to have fun, reduce stress, improve concentration in the classroom and provide opportunities for all to exceed. Our long term planning ensures coverage of the National PE Curriculum and is responsive to local influences such as the Liverpool School Sports Partnership Competition Calendar. In order to widen and deepen their essential knowledge, skills, understanding and behaviours our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding. Currently, Reception children have a weekly 45 minute PE lesson plus continuous access to outside provision and activities. Children in Year1 – Y6 have a weekly 60 minute PE lesson. Welfare staff, organise a range of directed play/physical activities during lunch time.

EYFS

EYFS: PHYSICAL: MOVING AND HANDLING					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ability /' Balance / Co-ordination Through invasion (team) games Ball games Throwing and catching	Gymnastics Gym – jumping, landing, rolling on mats. Gym – using the large equipment. Experimenting with movement on the equipment.	Dance Experimenting with body movement to music.	Athletics Throwing and Catching Ball games / team games Team relay games / ring games	Outdoor Activities	
Expressive Arts and Design: Exploring Media and Materials: 30-50mths: • Enjoy joining in with dancing and ring games. • Begin to move rhythmically. • Imitate movement in response to music. • Tap out simple repeated rhythms			Expressive Arts and Design: Being Imaginative: 30-50mths: • Develop preferences for forms of expression. • Use movement to express feelings. • Create movement in response to music. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 40-60mths: • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ELG: • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		

PE LONG TERM PLANNING (OAA delivered through trips and residential)

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1	FUNDAMENTAL GAMES	ABC SKILLS	GYMNASTICS	DANCE	ATHLETICS	OAA STRIKING & FIELDING NET & WALL
YEAR 2						
YEAR 3		INVASION GAMES DODGEBALL				
YEAR 4	INVASION GAMES FOOTBALL					
YEAR 5	INVASION GAMES BASKETBALL					
YEAR 6	INVASION GAMES HOCKEY					
		INVASION GAMES TAG RUGBY			SWIMMING	SWIMMING
					ATHLETICS	STRIKING & FIELDING NET & WALL

IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of PE.

We encourage the physical development of our children in the Reception classes as an integral part of their work. Physical Development (PD) is a prime area of learning and is delivered both through the continuous access of the outdoor environment and equipment. This gives children the time, opportunities and space to practice the skills set out in the Early Years Foundation Stage Framework:

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

The children are encouraged to take risks, be active and make healthy choices and develop confidence and control of the way they move. Staff support children to develop their fine and gross motor control, co-ordination and how to handle equipment and tools effectively in positive, relevant ways. We give all children the opportunity to undertake activities that offer appropriate physical challenge; both indoors and outdoors, using a wide range of resources to support specific skills. The children have weekly opportunities to ride bikes, climb, balance, move to music and develop basic ball skills. These skills lay the physical foundations for our youngest children and are consolidated weekly in a 30 minute structured PE session which also further reinforces our school values.

EARLY YEARS OUTCOMES FOR PHYSICAL DEVELOPMENT

EMERGING: 40-60+ MONTHS	EXPECTED: EARLY LEARNING GOAL	EXCEEDING: EARLY LEARNING GOAL +
MOVING AND HANDLING		
<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children can hop confidently and skip in time to music.</p> <p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>They are beginning to be able to write on lines and control letter size.</p>
HEALTH AND SELF - CARE		
<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>Children know about and can make healthy choices in relation to healthy eating and exercise.</p> <p>They can dress and undress independently, successfully managing fastening buttons or laces.</p>

KEY STAGE 1	KEY STAGE 2
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 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.

ATHLETICS

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination	Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination	Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success

LEARNING OUTCOMES

Year 1: Be able to:	Year 2: Be able to:	Year 3: Be able to:	Year 4: Be able to:	Year 5: Be able to:	Year 6: Be able to:
Evaluate their performance using time Know and understand quicker and slower ways of travelling Develop fundamental movement skills. E.g. hopping, skipping... Engage in competitive and cooperative physical activities in a range of increasingly challenging situations	Attempt a variety of throwing techniques in order to improve accuracy Know and understand how the position of the body affects throwing performance Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination Engage in competitive and cooperative physical activities in a range of increasingly challenging situations; Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled	Run at fast, medium and slow speeds, changing speed and direction; Run, jump and throw using a variety of techniques Alter the movement of any parts of the body during performance affects end results Use skills in different ways and link them to make actions Improve in different physical activities	Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps Take part in a relay activity, remembering when to run and what to do Throw a variety of objects, changing their action for accuracy and distance Recognize when their heart rate, temperature and breathing rate have changed	Understand and demonstrate the difference between sprinting and running for sustained periods; Know and demonstrate a range of throwing techniques Throw with some accuracy and power into a target area Perform a range of jumps, showing consistent technique and sometimes using a short run-up Play different roles in small groups Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming u Compare and contrast performances using appropriate language	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance Organise and manage an athletic event well Understand how stamina and power help people to perform well in different athletic activities Identify good athletic performance and explain why it is good, using agreed criteria

DANCE

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
Be able to link and perform a series of movements based on an imaginary character; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;	Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination; Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;	Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement; Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;

LEARNING OUTCOMES

Year 1: Be able to:	Year 2: Be able to:	Year 3: Be able to:	Year 4: Be able to;	Year 5: Be able to:	Year 6: Be able to;
Perform basic body actions; Use different parts of the body singly and in combination Show some sense of dynamic, expressive and rhythmic qualities in their own dance	Perform body actions with control and coordination Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling Link actions	Improvise freely, translating ideas from a stimulus into movement Create dance phrases that communicate ideas Share and create dance phrases with a partner and in a small group	Respond imaginatively to a range of stimuli related to character and narrative Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group	Compose motifs and plan dances creatively and collaboratively in groups Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances Perform to an accompaniment expressively and sensitively

Choose appropriate movements for different dance ideas Remember and repeat short dance phrases and simple dances Move with control; Vary the way they use space Describe basic body actions and simple expressive and dynamic qualities of movement	Remember and repeat dance phrases Perform short dances, showing an understanding of expressive qualities Describe how dancing affects their body Know why it is important to be active Suggest ways they could improve their work Be able to link and perform a series of Movements based on imaginary characters	Repeat, remember and perform these phrases in a dance Use dynamic, rhythmic and expressive qualities clearly and with control Understand the importance of warming up and cooling down; Recognise and talk about the movements used and the Expressive qualities of dance Suggest improvements to their own and other people's dances	Refine, repeat and remember dance phrases and dances Perform dances clearly and fluently Show sensitivity to the dance idea and the accompaniment Show a clear understanding of how to warm up and cool down safely Describe, interpret and evaluate dance, Using appropriate language	Perform different styles of dance clearly and fluently Organise their own warm-up and cool-down exercises Show an understanding of safe exercising Recognise and comment on dances, showing an understanding of style Suggest ways to improve their own and other people's work	Perform dances fluently and with control Warm up and cool down independently Understand how dance helps to keep them healthy Use appropriate criteria to evaluate and refine their own and others' work Talk about dance with understanding, using appropriate Language and terminology
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FUNDAMENTAL GAMES

KEY STAGE 1

Develop fundamental movement skills, becoming increasingly competent and confident
Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
Engage in competitive and cooperative physical activities in a range of increasingly challenging situations

LEARNING OUTCOMES:

Year 1: Be able to:

Use basic underarm, rolling and hitting skills
Sometimes use overarm skills e.g. throwing a bean bag
Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
Sometimes catch a beanbag and a medium-sized ball
Track balls and other equipment sent to them, moving in line with the ball to collect it
Throw, hit and kick a ball in a variety of ways, depending on The needs of the game
Choose different ways of hitting, throwing, striking or kicking the ball
Decide where to stand to make it difficult for their opponent and to understand the term defend
Describe what they and others are doing;
Describe how their body feels during games

Year 2

Show awareness of opponents and team-mates when playing games
Perform basic skills of rolling, striking and kicking with more confidence
Apply these skills in a variety of simple games
Be able to throw and catch a ball with a team member
Know and understand the term intercept
Make choices about appropriate targets, space and equipment
Use a variety of simple tactics
Describe how their bodies work and feel when playing games
Work well with a partner and in a small group to improve their skills
Be able to catch a moving ball
Know and understand the term 'feed'
Be aware of space and use it to support team-mates and cause problems for the opposition

GYMNASTICS

KEY STAGE 1

Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

LOWER KEY STAGE 2

Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement

UPPER KEY STAGE 2

Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements
Enjoy communicating and collaborating

LEARNING OUTCOMES:

Year 1: Be able to:	Year 2: Be able to:	Year 3: Be able to:	Year 4: Be able to:	Year 5: Be able to:	Year 6: Be able to:
Show basic control and coordination when travelling and when remaining still; Choose and link 'like' actions; Remember and repeat these actions accurately and consistently Find and use space safely, with an awareness of others Identify and copy the basic actions of gymnasts Use words such as rolling, travelling, balancing, climbing	Plan and repeat simple sequences of actions Show contrasts in shape Perform a sequence that shows clear change of speed Perform the basic gymnastic actions with coordination, control and variety Recognise and describe how they feel after exercise Describe what their bodies feel like during gymnastic activity	Use a greater number of their own ideas for movements in response to a task Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and their partner's ability Explain how strength and suppleness affect performance	Perform actions, balances, body shapes and agilities with control Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement Adapt their own movements to include a partner in a sequence Understand that strength and suppleness can be improved; Recognise criteria that lead to improvement, e.g. <i>changing a</i>	Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed Choose actions, body shapes and balances from a wider range of themes and ideas Adapt their performance to the demands of a task, using their knowledge of composition Use basic set criteria to make simple judgements about	Make up longer, more complex sequences, including changes of direction, level and speed Develop their own solutions to a task by choosing and applying a range of compositional principles Combine and perform gymnastic actions, shapes and balances Show clarity, fluency, accuracy and consistency in their movements Say, in simple terms, why activity is good for their health, fitness and wellbeing

Make their body tense, relaxed, stretched and curled; Describe what they do in their movement phrases	Describe what they and others have done Say why they think gymnastic actions are being performed well Be able to perform a sequence that flows	Compare and contrast gymnastic sequences, commenting on similarities and differences With help, recognise how performances could be improved Be able to perform a sequence in time with a partner Know and understand to teach a sequence to a partner Suggest warm-up activities	<i>level</i> ; watch, describe and suggest possible improvements to others' performances Suggest improvements to their own performance Be able to perform a sequence following a pathway, in time with a partner Know and understand how to sequence movements that move people together and apart Lead a partner through short warm-up routines	performances and suggest ways they could be improved Link and perform multiple sequential elements e.g. up to 8 Understand the need for warming up and working on body strength, tone and flexibility Lead small groups in warm-up activities	Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving Be able to link at 3 different levels Know and understand how to perform at different levels Be able to link and perform multiple sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence Understand the importance of warming up and cooling down
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INVASION GAMES

LOWER KEY STAGE 2

Continue to develop fundamental movement skills and become increasingly confident and competent;
Apply a broader range of skills, learning how to use them in different ways
Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;

UPPER KEY STAGE 2

Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement;
Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;
Further develop and understand resilience and fairness in sports;

LEARNING OUTCOMES:

Year 3	Year 4	YEAR 5	YEAR 6
Throw and catch with control to keep possession and score 'goals' Pass and dribble with control without opponent Be able to bounce the ball in the direction of a target Know and use rules fairly to keep games going; Say when a player has moved to help others Apply this knowledge to their own play Suggest warm-up activities;	Play games with some fluency and accuracy, using a range of throwing and catching techniques Pass and dribble with control under pressure Find ways of attacking successfully when using other skills Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score Know the rules of the games Understand that they need to defend as well as attack Understand how strength, stamina and speed can be improved by playing invasion games Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better Be able to move to the correct position in order to attempt to score Lead a partner through short warm-up routines	Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal Identify tactics that present opportunities to score goals Mark opponents and help each other in defence Pick out things that could be improved in Performances and suggest ideas and practices to make them better To develop their own game and to be able to agree and teach the rules of it Know how to make games safe Be able to attempt to intercept Be able to participate in small sided game e.g. 5 a-side Understand the need for warming up and working on body strength, tone and flexibility Lead small groups in warm-up activities	Use different techniques for passing, controlling, dribbling and shooting the ball in games Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence Play effectively as part of a team; Know what position they are playing in and how to contribute when attacking and defending; Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance Be able to describe an attacking position and a defending position within a game situation Know and understand positions that help attacking and defending positions within a game Understand the importance of warming up and cooling down

NET & WALL GAMES

Key Stage 1

Develop fundamental movement skills, becoming increasingly competent and confident
Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
Engage in competitive and cooperative physical activities in a range of increasingly challenging situations

LOWER KEY STAGE 2

Know and understand how to position themselves to make defending an area easier
Continue to develop fundamental movement skills and become increasingly confident and competent
Apply and develop a broader range of skills, learning how to use them in different ways
Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success

UPPER KEY STAGE 2

Continue to apply and develop a broader range of skills, learning how to use them in different ways
Enjoy communicating, collaborating and competing with each other
Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success

LEARNING OUTCOMES:					
Year 1: Be able to:	Year 2: Be able to:	Year 3: Be able to:	Year 4: Be able to:	Year 5: Be able to:	Year 6: Be able to:
<p>Send an object with increased confidence using hand or bat</p> <p>Move towards a moving ball to return with hand or bat</p> <p>Score points against opposition over a line/net</p> <p>Select and applies skills to win points</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Identify space to send a ball;</p> <p>Be able to send an object in isolation</p> <p>Moves towards a moving ball to return it with hand or bat</p> <p>Be able to demonstrate basic sending skills in isolation</p>	<p>Demonstrate basic sending skills in isolation and small games</p> <p>Track the path of ball over a line/net and move towards it</p> <p>Hit a ball using both hand and racquet with some consistency</p> <p>Return a ball coming towards them using hand or racquet</p> <p>Play in a modified game send and returning the ball over a line/barrier</p> <p>Decide on and play with dominant hand</p> <p>Be able to send a ball in small games with increased confidence;</p> <p>Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending skills in isolation and basic games;</p>	<p>Attempt to serve to begin a game. E.g. underarm</p> <p>Play a continuous game using: throwing and catching or some simple hitting</p> <p>Keep count/score of a game</p> <p>Can play within boundaries;</p> <p>Use a small range of basic racquet skills;</p> <p>Move towards a ball to return over a line/net</p> <p>Plays over a net</p> <p>Suggest warm-up activities</p>	<p>Explore shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Use a small range of racquet/hand skills</p> <p>Work with a partner / small groups to return a served ball</p> <p>Play competitively with others and against others in modified games</p> <p>Use basic defensive tactics to defend the court i.e. moving to different positions on the court</p> <p>Choose ways to send the ball to make it difficult for opponent to return</p> <p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities</p> <p>Communicate, collaborate and compete</p> <p>Lead a partner through short warm-up routines</p>	<p>Play a range of basic shots on both sides of the body, move feet to hit ball</p> <p>Play modified games sending and returning a ball</p> <p>Play with others with some flow to the game, keeping track of their own scores</p> <p>Recognise where they should stand on the court when playing on their own and with others</p> <p>Apply some control when returning the ball including foot placement, shot selection and aim</p> <p>Describe their scoring system</p> <p>Understand the need for warming up and working on body strength, tone and flexibility</p> <p>Lead small groups in warm-up activities</p>	<p>Use forehand, backhand and overhead shots with more confidence in games</p> <p>Make appropriate choices in games about the best shot to use</p> <p>Start games with the appropriate serve</p> <p>Use full scoring systems</p> <p>Develop doubles play (team play for volleyball)</p> <p>Apply tactics in games effectively</p> <p>Understand the importance of warming up and cooling down;</p>

FIELDING & STRIKING GAMES

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>Develop fundamental movement skills, becoming increasingly competent and confident</p> <p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations</p>	<p>Know and understand how to position themselves to make defending an area easier</p> <p>Continue to develop fundamental movement skills and become increasingly confident and competent</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success</p>	<p>Continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success</p>

LEARNING OUTCOMES:

Year 1: Be able to:	Year 2: Be able to:	Year 3: Be able to:	Year 4: Be able to:	Year 5: Be able to:	Year 6: Be able to:
<p>Send an object with increased confidence using hand or bat</p> <p>Move towards a moving ball to return with hand or bat</p> <p>Score points against opposition over a line/net</p> <p>Select and applies skills to win points</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Identify space to send a ball;</p> <p>Be able to send an object in isolation</p> <p>Moves towards a moving ball to return it with hand or bat</p> <p>Be able to demonstrate basic sending skills in isolation</p>	<p>Demonstrate basic sending skills in isolation and small games</p> <p>Track the path of ball over a line/net and move towards it</p> <p>Hit a ball using both hand and racquet with some consistency</p> <p>Return a ball coming towards them using hand or racquet</p> <p>Play in a modified game send and returning the ball over a line/barrier</p> <p>Decide on and play with dominant hand</p>	<p>Attempt to serve to begin a game. E.g. underarm</p> <p>Play a continuous game using: throwing and catching or some simple hitting</p> <p>Keep count/score of a game</p> <p>Can play within boundaries;</p> <p>Use a small range of basic racquet skills;</p> <p>Move towards a ball to return over a line/net</p> <p>Plays over a net</p> <p>Suggest warm-up activities</p>	<p>Explore shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Use a small range of racquet/hand skills</p> <p>Work with a partner / small groups to return a served ball</p> <p>Play competitively with others and against others in modified games</p> <p>Use basic defensive tactics to defend the court i.e. moving to different positions on the court</p> <p>Choose ways to send the ball to make it difficult for opponent to return</p>	<p>Play a range of basic shots on both sides of the body, move feet to hit ball</p> <p>Play modified games sending and returning a ball</p> <p>Play with others with some flow to the game, keeping track of their own scores</p> <p>Recognise where they should stand on the court when playing on their own and with others</p> <p>Apply some control when returning the ball including foot placement, shot selection and aim</p> <p>Describe their scoring system</p>	<p>Use forehand, backhand and overhead shots with more confidence in games</p> <p>Make appropriate choices in games about the best shot to use</p> <p>Start games with the appropriate serve</p> <p>Use full scoring systems</p> <p>Develop doubles play (team play for volleyball)</p> <p>Apply tactics in games effectively</p> <p>Understand the importance of warming up and cooling down;</p>

	<p>Be able to send a ball in small games with increased confidence; Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending skills in isolation and basic games;</p>		<p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities Communicate, collaborate and compete Lead a partner through short warm-up routines</p>	<p>Understand the need for warming up and working on body strength, tone and flexibility Lead small groups in warm-up activities</p>
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OUTDOOR & ADVENTUROUS ACTIVITIES

LOWER KEY STAGE 2

UPPER KEY STAGE 2

LEARNING OUTCOMES:

Year 4: Be able to:	Year 5: Be able to:	Year 6: Be able to:
<p>Identify where they are by using simple plans and diagrams of familiar environments Use simple plans and diagrams to help them follow a short trail and go from one place to another Respond to a challenge or problem they are set Begin to work and behave safely Work increasingly cooperatively with others, discussing how to follow trails and solve problems Recognise that different tasks make their body work in different ways Comment on how they went about tackling tasks Be able to devise different methods of communication Comment on how they went about tackling tasks</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course Start to plan sensible responses to physical challenges or problems, talking and working with others in their group Recognise some of the physical demands that activities make on them Identify parts of the work that were successful Respond to feedback on how to go about their work differently Respond to feedback on how to go about their work differently Work on some tasks independently Complete activities with increasing confidence</p>	<p>Choose and perform skills and strategies effectively Find solutions to problems and challenges Respond when the task or environment changes and the challenge increases Plan, implement and refine the strategies they use Adapt the strategies as necessary Work increasingly well in a group or in a team where roles and responsibilities are understood Prepare physically and organisationally for challenges they are set, taking into account the group's safety Identify what they do well, as individuals and as a group Suggest ways to improve individuals and as a group Work independently Complete activities with confidence and competence</p>

IMPLEMENTATION: VOCABULARY

	Y1	Y2	Y3	Y4	Y5	Y6
Invasion Games	<p>Avoiding; Tracking a ball; Rolling; Striking; Overarm throwing; Bouncing; Catching; Free space; Own space; Opposite team</p>	<p>Rebound; Tracking; Following the movement of a ball; Aiming; Speed; Direction; Passing; Controlling; Shooting; Scoring;</p>				
Dance	<p>Travel; Stillness; Gallop; Skip; Jump; Hop; Bounce; Spring; Turn; Spin; Freeze; Statue; Direction; Forwards; Backwards; Sideways; Space; Near; Far; In and out; On the spot; Beginning; Middle; End; Mood; Feelings; Jolly; Stormy; Fast; Strong; Gentle</p>	<p>Stimulus; High; Medium; Low; Direction; Pathways; Curved; Zigzag; Happy; Angry; Calm; Excited; Sad; Lonely; Tired; Hot; Sweaty; Heart rate; Warm up; Cool down</p>	<p>Dynamics; Space; Relationships; Square; Circle; Line; Partner; Copy; Follow; Lead; Unison; Canon; Repeat; Structure; Motif; Improvisation; Explore</p>	<p>Character; Narrative; Costume; Props; Describe; Analyse; Interpret; Evaluate; Communication; Gesture; Unison; Canon; Repetition; Action; Reaction; Question and answer; Myth; Legend; Mobilise joints; Diet</p>	<p>Dance style; Technique; Formation; Pattern; Gesture; Rhythm; Haka; Motif; Variation</p>	<p>Style; High energy; Fast footwork; Contact work; Lean; Push; Pull; Lift; Unison; Canon; Lindy Hop; Scarecrow; Frog; Stamina</p>
Gymnastics	<p>Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Spring; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Zigzag; Straight; Feet; Hands; Toes; Heels; Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; Across; On; Off; Over; Under; Through; Tension; Extension; Relaxation</p>	<p>Hang; Swing; Sequence; Copy; Upside-down; Take off; Smooth; Quarter-turn; Fast; Shape; Twisted; Curled; Wide; Narrow; Medium; Backwards; Sideways; Zigzag; Angular; Legs; Arms; Hips; Fingers; Shoulders; Tummy; Sides; Under; Through; Towards; In front; Behind; Over</p>	<p>Inverted; Contrasting; Flow; Combinations; Half-turn; Sustained; Explosive;</p>	<p>Rotation; 90°; 180°; 270°; Spinning; Axis; Strength; Suppleness; Stamina; Combine; Approaching; Leaving; Height; Inversion; Against; Towards; Away; Across</p>	<p>Asymmetry; Symmetry; Display; Matching; Flight; Feet apart; Feet together; Crouch; Inclined</p>	<p>Counterbalance; Counter-tension; Tension; Obstacle; Straddle over; Aesthetic; Judgement</p>

Athletics				Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce; Fast; Medium; Slow; Safely	Sprint; Jog; Pace; Steady; Fast; Medium; Slow; Sling; Push; Pull; Power; Stamina; Speed; Safety; Relay; Time; Measure; Record;	Race; Run-up; Position of feet on last stride; Pacing; Stamina; Strength; Speed; Power; Suppleness; Safety; Rules; Relay take-over area; Time; Measure; Record; Set targets
OAA				Listen; Explore; Plan and do; Maps; Diagrams; Pictures; Symbols; Follow a trail; Seek and find; Challenges; problem solving; Plan, do and talk	Maps; Diagrams; Symbols; Scale; Orienteering; Controls; Challenges; Problem solving; Plan alone; Plan in pairs; Groups; Try; Review	Maps; Diagrams; Orienteering; Planning a journey; Challenges; Problem solving; Plan; Strategies; Try review try again; Improve; Talk about; Agree good ways of working; Team work; Collaborate; Roles and responsibilities
Invasion games			Keeping possession; Keeping the ball; Scoring goals; Keeping the score; Making space; Pass; Send and receive; Dribble; Travel with the ball; Back up; Support partners	Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics	Passing; Dribbling; Shooting; Shielding the ball; Width; Depth; Support; Marking; Covering	Possession; Repossession; Attackers; Defenders; Marking; Covering; Supporting; Team play; Team positions
Striking and Fielding				Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score	Stance; Crease; Batting point; Non-striker; Leg-side; Offside; Home base; Pitch; Over; Innings	
Net / Wall games				Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points	Forehand; Backhand; Volley; Overhead; Rally; Singles; Doubles; Width; Depth; Changing direction; Changing speed; Short tennis; Badminton; Defending court; Covering court; Partner	

IMPLEMENTATION: RESOURCES AND FACILITIES

The school maintains a range of resources for curriculum, extra-curricular and Active playtimes. Equipment is audited and safety checked annually and replaced as appropriate.

On site facilities include: Hall, with marked courts; Climbing frame/ ropes; Two playgrounds, with markings and directed play resources and a Reception outdoor area

Off-site facilities include: Local swimming baths and football pitches

IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PE contributes to the **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development of our children.

Our PE Curriculum contributes to the spiritual, moral, social and cultural development of our children. Our PE Kits have REAL OLBE on them. This stands for Respect Effort Attitude Leadership.

BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:

CARING FRIENDSHIPS: PUPILS SHOULD KNOW

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RESPECTFUL RELATIONSHIPS: PUPILS SHOULD KNOW:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
 What a stereotype is, and how stereotypes can be unfair, negative or destructive.
 The importance of permission-seeking and giving in relationships with friends, peers and adults.

BEING SAFE PUPILS SHOULD KNOW

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
 How to recognise and report feelings of being unsafe or feeling bad about any adult.
 How to ask for advice or help for themselves or others, and to keep trying until they are heard.
 How to report concerns or abuse, and the vocabulary and confidence needed to do so.
 Where to get advice e.g. family, school and/or other sources.

IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

PE is also key in developing our children's ability to:

SOCIAL	MORAL	SPIRITUAL	CULTURAL
Collaborate in teams showing cooperation and respect for others Take part in team games and obey rules. Celebrate the achievement of others Showing good sportsmanship Appreciate the rights and responsibilities of individuals within the wider social setting Take advice offered by those in authority or counselling roles Participate in activities relevant to the community Exercise responsibility Resolve conflict Adjust to a range of social contexts by appropriate and sensitive behaviour Challenge, when necessary and in appropriate ways, the values of a group or wider community Share values and opinions with others and work towards consensus Reflect on their own contribution to society Relate well to other peoples' social skills and personal qualities Understand the notion of interdependence in an increasingly complex society	Distinguish right from wrong Develop a sense of fair play & good sportsmanship Take part in team games and obey rules. Have an awareness of and respect for others' needs, feelings and interests Celebrate the achievement of others Act consistently in accordance with their own principles Explore their own and others' views Commit to personal values in areas which are considered right by some and wrong by others Make responsible and reasoned judgements on moral dilemmas Think through consequences of their own and others' actions Live a considerate style of life Understand the need to review and reassess their values, codes and principles in the light of experience	Develop a spiritual awareness of the body, its beauty and potential through activity and observation. Use movement to express creativity, feelings and emotions including dancing for joy. Develop inner determination to do one's best and recognise and develop one's inner potential and strength. Respect themselves and others Reflect Express empathy, Concern & Compassion Understand their own and others beliefs Think in terms of the whole Challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism Be courageous and consistent in the defence of their aims, values, principles and beliefs Understand their feelings and emotions and their likely impact Respect insight as well as knowledge and reason	Understand dance as an expression of culture, e.g. Indian folk. Appreciate of the diversity and interdependence of cultures Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality Recognise and understand their own cultural assumptions and values Sense the personal enrichment which comes through encounters with cultural media and tradition from a range of cultures Have regard for the rights of human achievement in all cultures and societies Be open to new ideas and a willingness to modify cultural values in the light of experience

IMPLEMENTATION: ASSESSMENT

Children are continuously assessed. Verbal reports to parents take place twice a year at Parent's Evening. Written reports are provided annually.

YEAR 1	YEAR 2	YEAR 3 Begin	YEAR 4 Embed	YEAR 5 Begin	YEAR 6 Embed
DANCE	DANCE	DANCE		DANCE	
I can copy and explore basic body patterns and movements. I can remember simple dance steps and performs in a controlled manner. I can choose actions and link them with sounds and music I can safely perform teacher led warm – ups and can describe and discuss others work.	I can copy and explore basic body patterns and movements. I can remember simple dance steps and performs in a controlled manner. I can choose actions and link them with sounds and music I can safely perform teacher led warm – ups and can describe and discuss others work.	I can improvise freely my own and with a partner. I can translate ideas from a variety of stimuli into movement. I can compare, develop and adopt movement and motifs to create longer dances. I can use dance vocabulary to compare and improve my work. I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health.		I can demonstrate precision, control and fluency in response to stimuli. I can vary dynamics and develop actions with a partner or as part of a group. I continually demonstrate rhythm and spatial awareness. I can modify my performance and that of others as a result of observation and basic understanding of the structure of the body.	
FUNDAMENTA/ABC GAMES	FUNDAMENTA/ABC GAMES	INVASION/NET/WALL/STRIKING/FIELDING		INVASION/NET/WALL/STRIKING/FIELDING	
Listen to & follow instructions Show an awareness of the safe use of space Handle small games equipment with increasing control master basic movements including running, jumping, throwing and catching, as well as Develop balance, agility and co-ordination, and begin to apply these in a range of activities Be physically active for sustained periods Begin to recognise changes in their bodies when they exercise Work co-operatively with a partner and as part of a group.	Listen to & follow instructions Show an awareness of the safe use of space Handle small games equipment with increasing control master basic movements including running, jumping, throwing and catching, as well as Develop balance, agility and co-ordination, and begin to apply these in a range of activities Be physically active for sustained periods Begin to recognise changes in their bodies when they exercise Work co-operatively with a partner and as part of a group.	I am beginning to influence opposed conditioned games. I can control, catch and pass a ball with movement. I can accurately pass to someone else. I can move with a ball.		I can control , catch and pass a ball and accurately pass whilst moving. I can take part in conditioned game with understanding of tactics and rules. I can move with a ball in opposed situations. I understand/use principles of warm up and why exercise is god for health.	
GYMNASTICS	GYMNASTICS	GYMNASTICS		GYMNASTICS	
I can copy and explore basic actions with some control and coordination. I have begun to choose and link basic actions and I can recognise and use space appropriately. I can watch and discuss my own and peers work. I can safely perform teacher led warm – up and I am aware of others.	I can copy and explore basic actions with some control and coordination. I have begun to choose and link basic actions and I can recognise and use space appropriately. I can watch and discuss my own and peers work. I can safely perform teacher led warm – up and I am aware of others.	I can copy, remember, explore, link and vary ideas with control and coordination. I can apply compositional ideas to sequences alone and with others. I can describe my own and others work noting similarities and differences. I can make suggestions for improvements. I understand working safely. I recognise changes in my body can give reasons why PE is good for health.		I can link ideas, skills and techniques with control, precision and fluency when performing basic skills. I understand composition by performing more complex sequences. I can describe how to refine, improve and modify performances. I can demonstrate specific aspects of warm up and describe effects of exercise on the body.	
ATHLETICS	ATHLETICS	ATHLETICS		ATHLETICS	
I can run at different speeds. I can jump from a standing position. I can throw and object with one hand. I can recognise changes in the body during exercise.	I can run at different speeds. I can jump from a standing position. I can throw and object with one hand. I can recognise changes in the body during exercise.	I can run at speed appropriate to the distance I am running. I can take a running jump. I can demonstrate a range of throwing actions using a variety of objects. I can recognise a change in heart rate, temperature and breathing rate.		I can improve and sustain running technique at different speeds. I can demonstrate accuracy and technique in a range of throwing and jumping actions. I can identify and explain good athletic performance. I can describe the changes in my body when running, jumping and throwing.	
NET/WALL/STRIKING/FIELDING	NET/WALL/STRIKING/FIELDING	NET/WALL/STRIKING/FIELDING		NET/WALL/STRIKING/FIELDING	
I can copy, repeat and explore skills and actions with basic control and coordination. I can link actions in ways that suit the activities. I can describe and comment on others actions. I can talk about exercise and safety as well as how my body feels during an activity.	I can copy, repeat and explore skills and actions with basic control and coordination. I can link actions in ways that suit the activities. I can describe and comment on others actions. I can talk about exercise and safety as well as how my body feels during an activity.	I can select and use skills actions and ideas appropriately applying them with coordination and control. I can show that I understand tactics and composition by starting to vary how I respond. I can see how my work is similar to and different from others work and use this understanding to improve my own performance I can give reasons why warming up before an activity is important and why physical activity is good for my health.		I can link skills, techniques and ideas apply them accurately and appropriately. My performance shows precisions, control and fluency and that I understand tactics and composition. I can compare and comment on skills and techniques and the ways they are applied in my own and others' work and use this understanding to improve my performance. I can explain and apply basic safety principles in preparing for exercise. I can describe what effects exercise has on my body and how it is valuable to my fitness and health.	

IMPLEMENTATION: ACTIVE LUNCHTIMES

Welfare staff, organise a range of directed play/physical activities during lunch time.

IMPLEMENTATION: EXTRA-CURRICULAR CLUBS

The school offers a range of KS1 and KS2 extra-curricular activities which are open to all ability levels and which enable pupils to enjoy physical activity and develop self-esteem and confidence in a non-competitive ethos. Some extra- curricular learning activities target pupils who show a particular skill in a sport and provide them with the opportunity to extend their skills in a competitive ethos.

IMPLEMENTATION: COMPETITIONS

Our school enters competitions for both our KS1 and KS2 children, co-ordinated by Liverpool School Sports Partnership, Liverpool Football Academy and others.

The list of competitions is ever changing but generally includes: Dance, Dodgeball, Football, Gymnastics, Indoor Athletics, Kin Ball, Lacrosse, Mat Ball, Swimming, Table Tennis, Water Polo

COMPETITIVE SPORTS TEAM SELECTION POLICY

Our philosophy is to **'inspire a love of sport'** and we endeavour where possible for all children to represent the school in some form. Representing the school can be a major motivation for some children and it is our intention to give them this experience. We would like every pupil to play in every fixture and in every week. However, this isn't possible because of the following factors:

- Staffing, pitches, transport, pupil numbers (both ours and our opponents)
- Readiness to play: Whilst understanding how disappointing it is not to be chosen for a match, it is unfair to select those who are not yet strong enough to play at the required level. We also recognise that we need to provide opportunities for those pupils who excel at sport.

Our experienced and professional staff will use their expertise to select the most appropriate teams to represent the school against any given opposition and the following guidelines will apply:

- Generally, A Teams will be the strongest team available and some children, given our year groups of 60, may be unlikely to represent the school at 'A' Team level.
- **When possible**, 'B' and 'C' team matches will be arranged to give everyone the chance to play.
- Any pupil representing the school can generally expect to play for some part of the match. If numbers dictate many substitutions, the time on the pitch will vary and rolling substitutions will be used.
- Depending on numbers, some Year groups may be joined to create one squad
- Priority will **not** be given to children from an older year group based solely on age.
- A girl may be selected for a boy sports team if it is deemed appropriate. Consideration will be given to her ability and if her inclusion will lead to any possible detrimental outcomes for her safety e.g. injury.
- A boy may be selected for a girl sports team if it is deemed appropriate. Consideration will be given to his ability and if his inclusion will lead to any possible detrimental outcomes for his or an opponent's safety e.g. injury.
- Children will not be excluded from taking part in competitions for medical or SEND needs. The management of such needs will be included in the relevant Risk Assessment.
- Selection Criteria
 - Values: The 6 Rs taught during PE lessons will also be considered during the selection process for any team: Respect Responsibility Resourcefulness Reasoning Resilience Reflectiveness. Children representing the school must adhere to these values during competitions.
 - Performance, effort and behaviour in lessons and practices
 - Level of skills demonstrated
 - Commitment to training and learning that sport
 - Enthusiasm to learn and improve
 - Level of fitness
 - Understanding of games, tactics and rules
 - Emotional maturity to cope with the pressure
 - Attitude of player on and off the field of play
 - How the player presents themselves, dress, manners, helpfulness, sportsmanship, etc.
 - Performance as a team member
 - Understanding of the importance of safety

Competitions outcomes will be made public through a range of media, including assemblies and the school website.

Any issues regarding team selection should be brought to the attention of the Headteacher, who will address any concerns. However, the discussion will only centre on the pupil in question, as it would be unethical to discuss any other pupils.

IMPLEMENTATION: COMPETITION CLUBS

Competition Clubs are available for both KS1 and KS2 children. They take place either before school or during lunchtimes. The list of clubs is ever changing but generally includes: Dance, Dodgeball, Football, Gymnastics, Indoor Athletics, Lacrosse, Mat Ball, Table Tennis

IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Evolve and Risk Assessments are completed for all off site sporting activities. Appropriate staff supervision ratios are ensured. Approved venues and transport are used.

IMPLEMENTATION: PARENTAL SUPPORT

Taking part in different clubs/teams (inside and outside school) contributes to each child's personal development and self-esteem. This is more important than winning. All our pupils/teams are taught the mental skills to play to "win" but not at all cost, it is important to compete/play in the right spirit and in a supportive atmosphere. It is exceptionally important for a child to understand that losing is a chance to learn and that they can always observe and evaluate an individual/team that they may lose to and consider why they won.

Parents/carers and other spectators have a great influence on the children's enjoyment and success in sport. Children play sports first and foremost because they love competing/playing and having fun. Our Lady's Bishop Eton is dedicated to nurturing that enjoyment and enthusiasm for sport and as a foundation for developing skills and tactics for life.

In order to achieve this, parents/carers, can support THE school as follows:

- If your child is chosen/chosen regularly, please help them to understand it is a privilege to represent the school; that their selection should never be taken for granted and relies on ongoing effort from them to maintain and develop the talent they have shown; and that they should be proud of themselves and the team they are part of.
- If your child is not chosen, please congratulate them on being prepared to compete for a place and encourage them to view this as a challenge from which they can learn and improve their skills/performance if they apply effort and keep practising. Also encourage them to understand that competition for places will always make the team stronger and that pride in their peers' performance is a valued behaviour regardless of whether they are in the team or not.
- At all times it is important that the pupils understand that it is important to win and lose gracefully. Parents/carers and supporters who attend competitions and matches are required to behave in an appropriate manner and to support all the children to do this.

THE FAIR PLAY PROMISE FOR PARENTS: I WILL

- Encourage my child, and other people's children, in their efforts in sport
- Insist that my child plays within the rules and by the principles of Fair Play
- Respect my child's efforts equally regardless of whether s/he has won or lost
- Display self-control on the sideline, always be positive and never shout at or ridicule players
- Watch my child play and let him/her enjoy the game
- Show my appreciation to people who volunteer their time so my child can play
- Remember that my child plays sport for his/her reasons not mine
- Be a positive role model for my child
- Never place undue pressure on my child to play or perform
- Make an effort to understand the rules of the game

IMPLEMENTATION: STAFF DEVELOPMENT

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Catholic Life, Collective Worship and Religious Education curriculum.

INDUCTION

All new staff members are given copies of the PE Handbook. The P.E. co-ordinator provides a general overview of the scheme and explains the chosen approach. The co-ordinator is always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

DEVELOPMENT

Both generic whole school and individual training are organised in response to any identified needs.

IMPLEMENTATION: RESOURCES

PE funding is allocated annually and includes elements to cover consumables and enrichment and development activities. Equipment is stored in the PE cupboard and in storage facilities on both the upper and lower playgrounds. Outside agencies and organisations are used to further promote teaching and learning.

IMPLEMENTATION: SPECIALIST COACHES

Specialist coaches are regularly invited into school to enhance both curriculum and extra-curricular provision

IMPLEMENTATION: VISITS AND VISITORS

Inspirational sports men and woman are invited into school to talk to the children. School teams visit inspirational organisations. Year group visits include: Y6 Residential to PGL, Sports taster sessions, Sports Days at Liverpool Hope and John Moore's University, fitness training with current athletes, sponsored whole school sports events.

IMPACT

OUR PE CURRICULUM

Responds to the unique value of every child and supports the formation of the whole person

Ensures all of our children have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL, PHYSICAL AND CULTURAL** development.

Provides opportunities for our children to:

- Access training by specialist coaches
- Access a range of extra-curricular sports
- Socialise with different peer groups
- Compete
- Be sign posted to local, regional and national clubs
- Embed the Gospel Values of Excellence, Respect, Responsibility, Courage, Commitment, Co-operation, Inclusion and Initiative
- Embed the British Values of Democracy, Tolerance, and Mutual Respect.

OUR CHILDREN

All of our children have consistent access to a broad, balanced and high quality physical education which promotes their development in the following areas:

- **HEAD – THINKING:** Decision making, Analytical – deep understanding, Confidence, Creativity
- **HANDS – DOING:** Physical competence, Growth and development, Physical activity, Competition
- **HEART – BEHAVIOUR:** Being involved and engaged, Growing socially and emotionally, Building character and values, Leading a healthy active lifestyle

OUR SCHOOL IS

- An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.
- An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.
- A **HEALTHY SCHOOL** in which we ensure the physical, social spiritual and emotional education and development of our children through both our curriculum and extra curricula provision.
- An active **PARTNER** with local and national sports clubs with the shared aim of providing the best possible physical education for our children.



Values Curriculum

When you come into our school we will help you to **LEARN** and **GROW** through:

The relationships you experience The Gospel Values you live The Religious Education you are taught

The British Values you learn The Physical Education curriculum you practise

Our Assemblies Our Prayer Life Collective Worships

Masses Sacramental Preparation Social, Moral, Spiritual and Cultural Education

Positions of Responsibility and Cooperation

Prefects Head Boy Head Girl

Shine Week International Week School Council Eco Council Friendship Week eCadets

So that you can go out to SERVE as:

Responsible citizens who make a positive contribution to society

People who want to make the world a better place for everybody

Confident individuals who are able to make good choices and lead safe, healthy and fulfilling lives