**Moss Park Junior School Physical Education Policy on a page**

| **Purpose and Aims** |
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| **Purpose**  Our goal is to teach children how to be active and to foster a lifelong love of physical and sporting activities. PE at Moss Park Junior School not only develops skills, strength, and agility that leads to increasing competence in a range of sports; but also enhances pupils’ fitness, mental health and wellbeing.  **Aims**   1. To help children become physically active and to help them understand the importance of physical activity in promoting a healthy active life. 2. To help children develop appropriate skills in a broad range of physical activities 3. To give children the opportunities to enjoy and engage in competitive sports, games and other co-operative physical activities, in a range of increasingly challenging situations. 4. To help children 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. 5. To teach all children to swim and rescue others. |
| **Provision** |
| **Our curriculum is categorised in two ways:**  **Breadth** – All pupils will benefit from a comprehensive physical education curriculum which motivates them to succeed and participate in sport, games, exercise and other physically-demanding activities. It will offer good and appropriate opportunities for pupils to develop a wide range of physical skills, knowledge and understanding to promote their health and fitness.  **Depth** – Through physical education they will have opportunities to compete in sports, games and other activities which build their character and help to embed values and qualities such as determination, endurance, perseverance, fairness and respect.  Whilst coverage is our goal for the ‘breadth’ elements, repetition and increasing understanding is our goal for the ‘depth’ elements. Every opportunity is taken to relate P.E. to the needs of our pupils. We use first-hand experience, visits, visitors and events across the local community to engage children’s interest and participation in sport.  P.E. is a stimulus and a springboard for the development of communication, team work and confidence. These transferrable skills can be used across the curriculum. P.E. also provides further cross curricular opportunities such as physical literacy; making lessons more active and engaging for all.  Through their understanding of physical activity, children will develop their knowledge on the impact exercise can have on their mental health and wellbeing. The children will learn about successful athletes and sporting role models across a wide range of sports, in addition to current Olympians and Paralympians. P.E. will promote our pupils’ social, moral, spiritual and cultural development and develop key values such as teamwork, tolerance of others and cooperation. |
| **Progression and Assessment** |
| **Progression**  Our P.E. curriculum has five main areas of learning, which mirror the five aims of the subject. We set out our year group expectations in these main areas as well as outlining the knowledge pupils will gain during each topic and over the year. It is expected that the overwhelming majority of pupils will have a secure understanding of the age related expectations by the end the year and some will have a deep understanding.  **Assessing and Reporting**  We assess pupils’ knowledge, skills and understanding in P.E. each term and use this to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. We assess all pupils using the Primary PE Passport. This enables us to track pupils’ engagement and progress over the year, assessing pupils against specific physical skills, as well as track their extracurricular participation. |
| **Monitoring, Evaluation and Improvement** |
| The role of the subject leader in monitoring pupil outcomes is to audit teachers’ judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with teachers and Senior Leadership Team to examine the strengths and areas for development in P.E. provision. The P.E. subject leader then creates action plans to improve achievement. The P.E. subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader. |