

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL



School Curriculum Policy Guidance (2024/25)

Contents of the Policy

- Introduction
- Curriculum Aims **Intention**
- Roles & responsibilities
- Organisation
- Curriculum Planning **Implementation**
- Assessment **Impact**
- Resources
- Inclusion (Special Educational Needs & Vulnerable children)
- Monitoring arrangements
- Links with other policies

CURRICULUM AIMS/INTENTION:

Through Physical Education at Our Lady of Lourdes we aim to:

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

By the end of EYFS children will be active and interactive; have begun to develop their co-ordination, control, and movement through fundamental movement skills. They will begin to understand the importance of physical activity, and to make healthy choices in relation to food.

By the end of Key Stage 1 children will have developed fundamental movement skills, become increasingly competent and confident and accessed 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.

By the end of Key Stage 2 children will be able 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 be able to evaluate and recognise their own success. Children will be able to swim 25 metres competently.

All children should be given opportunities to explore the outdoors through an outdoor and adventurous activity at least once every term.

ROLES & RESPONSIBILITIES:

Consider the different roles that staff play in your subject area.

The Governing Body	<i>The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.</i> <i>The governing board will also ensure that:</i> ○ A robust framework is in place for setting curriculum priorities and aspirational targets ○ Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements ○ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) ○ Oversee the Sports Premium Grant and the expenditure
The Headteacher	<i>The headteacher is responsible for ensuring that this policy is adhered to, and that:</i> ○ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met ○ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board ○ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

	○ They manage requests to withdraw children from curriculum subjects, where appropriate ○ The school's procedures for assessment meet all legal requirements ○ The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum ○ The governing board is advised on whole-school targets in order to make informed decisions ○ Along with the governing body, oversee the spending of the Sports Premium grant.
Curriculum Leader	Other staff will ensure that the school curriculum is implemented in accordance with this policy. ● To ensure staff know what they should be teaching in PE; ensuring curriculum maps available. ● To ensure any equipment needed to teach lessons is readily available ● To ensure teaching staff are delivering quality PE lessons and training is provided where needed. ● To keep records of sports premium expenditure and ensure it is spent appropriately.
Class Teacher	● To know what should be being taught and when. ● To ask questions if they are unsure. ● To ensure children are safe within lessons – look at <i>Safe Practise in PE</i> where necessary. ● To ensure children in their class receive quality PE lessons. ○ If any equipment is needed, ensure the curriculum leader is aware in advance so an order can be made. ○ Proper provision is in place for pupils with different abilities and needs, including children with SEN ●
School Sport Assistant	● To liaise with staff and be aware of what is being taught and where appropriate know what he will leading. ● To ensure any timetable changes (due to competitions) are confirmed with class teachers. ● To take a lead role in extra-curricular clubs and competitions, ensuring risk assessments, letters and transport is in place well in advance. Letters should be given the week before.

ORGANISATION:

There is a curriculum map in place for PE which ensures progression from EYFS, Key Stage 1 and Key Stage 2. However, for PE, we take an adaptive approach – class teachers should adapt this planning to suit the needs of their class. See PE subject guidance.

Our school works on a 2 year rolling problem. In Key Stage 1 we feel children should be given ample opportunity to develop and master fundamental movement skills through all of the activities that they are given. From previous child questionnaires children lacking in fundamental movement skills did not enjoy PE as much as those that had mastered them, therefore we feel children should be given ample opportunity to master these before learning more sport specific skills..

HRSE & RE are central to our school and therefore it underpins everything we do. Within PE, children are taught about the Gospel values; linking to same values we focus on each half term.

Spiritual, moral, social and cultural development is a key feature within our school. We develop British values in PE focussing on a British value in each lesson. Children are taught how they relate to them and how they can be reflected in their sporting activities.

CURRICULUM PLANNING/IMPLEMENTATION

Class 1

In Class 1 children should develop both gross and fine motor skills throughout the year. Children will also complete a music and movement session each week and a more active PE session with concentration on the 'five for five' fundamental movement skills.

ASSESSMENT:

We are continuing to trial the use of the Primary PE Passport – Lancashire's assessment tool. This allows each child to build up a portfolio of evidence. This should help to enhance teaching and ensure all staff are aware of a child's needs, ensuring they make progress.

As a minimum, staff should:

- Use ongoing assessment within lessons to ensure children make good progress throughout a unit of work
- Formally assess children at the end of each unit of work using the Lancashire assessment tool so that the teacher in the next class can see how well children have worked towards the learning goal. Videos or photos should be recorded and attached to each child's passport.

- Add information to i-Track each term.

RESOURCES:

- Range of KS2 balls including specific netball, basketball, rugby, football
- Flyaway balls, shuttlecocks, multiskills balls
- Golf equipment
- Hockey set
- Uni-hoc equipment
- Airflow balls, bean bags, quoits, spots, small cones
- Hurdles
- Mats
- Various gymnastics equipment – tables, benches, climbing frame
- Sportshall set
- Tennis rackets and balls
- Table tennis equipment
- Netball net
- Football goals
- If in doubt, ask PE Curriculum leader

INCLUSION:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

MONITORING:

Senior Leaders and Curriculum leaders monitor the way their subject is taught throughout the school by:

- Lesson observation

- Monitoring through the PE Primary Stars app – photos and videos
- Learning walks
- Discussions with children

LINKS WITH OTHER POLICIES:

This policy links to the following policies and procedures:

- EYFS policy
- Effective Marking & Feedback policy
- SEN policy and information report
- Equality information and objectives