

St. Peter's CE Primary, Farnworth



Curriculum Policy

PE

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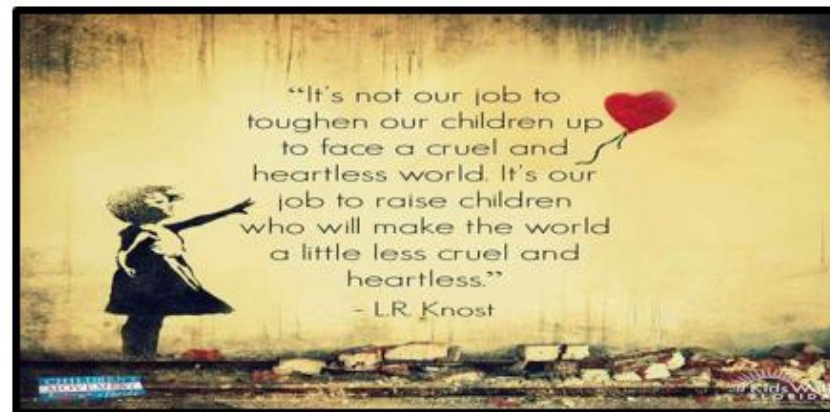


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5;16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration **(learn)**,
- encourages positive attitudes, resilience and strong mental health **(sparkle)** and,
- develops positive citizens with strong community (Christian and British) values **(shine)**.

Our intention is to provide this curriculum, underpinned by Christian Values and the word of God.

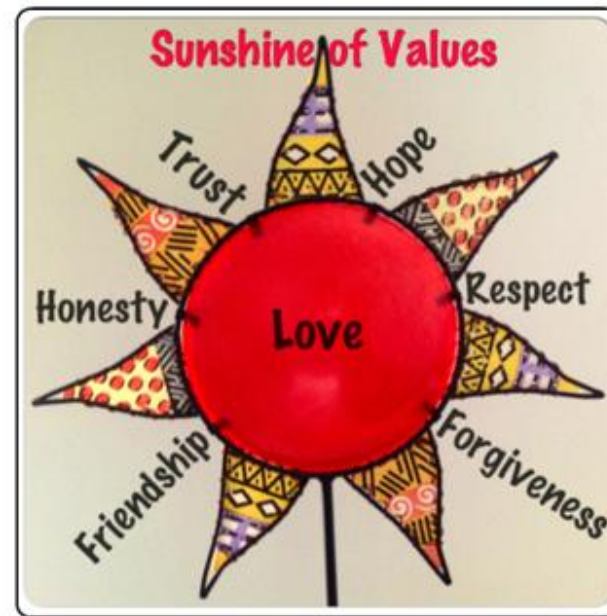
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth <u>mindset</u> approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of Intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

Curriculum design

St Peter's Primary school is dedicated to raising standards of PE across the school.

Research has proven a clear link between the health and wellbeing of students and their educational outcomes and this is at the forefront of our PE curriculum. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Opportunities to compete in sport and other activities also give children a chance to build character and help to embed values such as fairness and respect.

All pupils are involved in an enriched physical exercise program during curriculum time, which includes a variety of activities designed to challenge and inspire the children.

Planning

Planning is provided by PE Passport, which is a comprehensive and interactive Physical Education platform designed by teachers for teachers. All teaching staff have log-ins for the app which is installed on the school iPads. It can also be accessed via: <https://pepassport.co.uk/>

This planning is supplemented by planning from Rees Sports, which is saved within the school teaching drive. It is also supplemented by the Bolton PE scheme of work, which can be found at the website: <https://www.keypesports.co.uk/>.

A Yoga scheme of work has been provided by UK Yoga, as well as PE Passport planning.

Planning is differentiated by task but it is important to consider:

- pupil grouping, e.g. ability or class groups, or group or individual activities.
- resources e.g. different equipment for different levels of ability.
- pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- other opportunities, e.g. extra - curricular activities, club links, the development of excellence and interest groups.

There are two ways of differentiating learning activities.

- i) Differentiation by task is when pupils who are pursuing the same part of the programme of study are given a range of different but related tasks according to levels of ability e.g. shooting in basketball or netball. The tasks should be differentiated by:
 - using balls of different weights
 - using balls of different size
 - varying the height of the rings or goals
 - varying the distance away from the rings or goals
 - pupils start at different levels according to ability.
- ii) Differentiation by outcome is when all pupils in a class are given the same activity but progress is made by the child's own understanding, knowledge and ability. i.e. curled and stretched positions in gymnastics could be performed differently due to imagination and skill of pupil. Most able pupils would show quality in tightness of curled shape to the fully

extended stretched position. Others would use less challenging parts of the body on which to support weight.

Curriculum coverage and progression of skills

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

All children should be kept moving and engaged in activity as much as possible throughout the lesson.

Key Stage 1

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 will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils at St Peter's Primary School will be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

Pupils will 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 will enjoy communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils at St Peter's Primary School will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Outside Providers

Rees Sports provide CPD opportunities for teaching staff and provide high quality teaching for the children. Reception children will have one block of teaching from Rees Sports per year and year 1 to 6 children will have Rees Sports two times each year. These lessons provide high quality teaching of the KS1 and KS2 curriculum for the children. The planning used is saved on the Teaching system for teachers to access and use when teaching themselves.

Swimming and water safety

Units of work for swimming are followed at KS2. Children will commence this in Year 3, aiming towards all children completing the programme of study by the end of year 6.

Pupils at St Peter's Primary School will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Work for beginners and non-swimmers will focus on:

- going in and coming out of the pool
- moving in water
- activities to keep feet at the bottom
- submerging
- an introduction to breathing in water
- diving the body through water
- floating and support positions.

More advanced swimmers will focus on:

- stroke development including gliding, strokes on front and back.
- elementary survival skills will be covered in normal teaching programmes,
- water safety principles and skills including dangers in and around the water, actions required in emergency situation, helping others, knowing the importance of swimming and water safety skills in supporting other water based activities and activities near water.
- simple games - walking races, treading water contests, follow the leader, picking up objects from the bottom, relays ball games including aiming at targets small sided versions of water polo.
- after the initial unit for beginners it is usual to divide swimming lessons into at least three ability groups to cater for the weak swimmers, those able to manage a few widths and those of advanced ability. The units of work take account of the varying abilities.

Outdoor and Adventurous Activities

Key Stage 2 children will be given the opportunity to take part in an outdoor / adventurous activity in their PE curriculum time. This could be bike riding, visits to activity centres or military fitness training with army instructors. The opportunities provided will vary each year.

P.E. in Reception Class

Children in the reception class will not be working within the National Curriculum attainment targets for Key Stage 1, but following the objectives for the Early learning Goals.

Children will have at least 2 opportunities to engage in physical activity per week, one of which should be a specific PE or games lesson, following PE Passport planning, and 1 'continuous provision' activity which has a games focus (e.g. bikes and climbing).

In the first lesson children practice taking off small amounts of clothes, moving to them changing in to their full PE kit within the first half term. Lessons of which the children are actually moving should be about 20 minutes. Mats and apparatus will be introduced at the discretion of the teacher. Children should be encouraged and taught how to lift and carry apparatus.

Rationale behind chosen content and timings

A well balanced physical education programme should meet the physical and social needs of all pupils in an ethnically diverse society. Physical education should ensure that all pupils have an opportunity to participate on equal terms in a range of activities and should help them to develop their self-esteem through achievements, ideas and efforts of others, to understand similarities and differences and on occasion, to work together towards a common goal.

Schemes of work are derived from the programmes of study contained within the 2014 National Curriculum and are designed to involve all pupils in an enriched physical exercise program during curriculum time, which includes a variety of activities designed to challenge and inspire the children. The curriculum map informs teachers as to what should be taught each term. To enable children to develop skills ready for sports competitions with the Farnworth cluster, the curriculum map reflects the schedule of competitive sport. To further develop the National Curriculum across the whole school, children participate in the Daily Mile and Tanzii TV. This involves the children having at least ten minutes per day of sustained exercise during the school day.

At KS1 children will have one P.E. session and one outdoor games session, each consisting of 45 minutes. Five year olds may only be able to sustain 20 minutes of activity and in very cold weather so a brisk 10 minutes outside will be more appropriate than half an hour inside. At KS2 children will have outdoor games and one P.E. session of 1 hour each. Swimming is taught in Year 3 in Autumn term. When a class has swimming, this will be their only weekly PE due to the time taken out of the weekly timetable.

Lessons should follow the format below:

- warm up
- recapping previously taught skills and vocabulary (can I still?)
- skill development
- application (in a game or group activity)
- cool down

St Peter's Primary School
Core curriculum provision 2025/26

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Games	See EYFS planning for reception scheme of work in Physical Development	Throwing and catching Rees Sports	Fundamental movement skills 2	Football	Football Rees Sports	Football Rees Sports	Football
Autumn 1 PE		Dance - Pirates	Dance – animals	Gymnastics	Gymnastics	Gymnastics	Dance
Autumn 2 Games		Fundamental Movement Skills 1	Football Rees Sports	Throwing and catching Rees Sports	TBD	Netball	Netball Rees Sports
Autumn 2 PE		Yoga	Yoga	Yoga	Yoga	Yoga	Yoga
Spring 1 Games		Hockey	Tri-Golf Rees Sports	Swimming – from end January	Swimming	Swimming	Swimming
Spring 1 PE		Gymnastics Rees Sports	Gymnastics	Yoga			
Spring 2 Games		Football	Hockey	Orienteering Rees Sports	Orienteering Rees Sports	Rounders	Rounders
Spring 2 PE		Yoga	Yoga	Dodgeball		Badminton Rees Sports	
Summer 1 Games		Games	Athletics	Hockey REES SPORTS	Tennis PE PASSPORT	Danish Longball PE PASSPORT	Orienteering
Summer 1 PE		Dance PE PASSPORT	Gymnastics REES SPORTS	Gymnastics – symmetry PE PASSPORT	Badminton PE PASSPORT	Basketball PE PASSPORT	Danish Longball PE PASSPORT
Summer 2 Games		Athletics/ Sports Day (Rees Sports)	Sports Day practice	Athletics /sports day	Rounders REES SPORTS	Sports Day practice/athletics	Athletics/ sports day Rees Sports
Summer 2 PE		Dance – Year 1 Green 1 Blue – gymnastics – pe passport	Dance – PE PASSPORT	Dance – PE Passport	Sports Day Practice	Yoga	

Teaching and learning within P.E. at St Peters

Warm up/Can you still?

Every lesson should begin with a physical warm up focussing on body parts that will be used in the lesson. This should be planned by the class teacher to supplement the scheme of work planning. Children should be encouraged to share warm up exercise and stretches that they are aware of, enabling peer to peer learning.

Each unit of work is a progression of skills so lessons should involve a recap of previously acquired skills and vocabulary. Children should be given the opportunity to demonstrate these skills so the teacher can ensure these are secure before moving on.

Whole class teaching

During the main part of the lesson it is vital that consideration is made of the key principles of instruction that are taken from Barak Rosenshine and detailed on pages 12 and 13. These should include, amongst others:

- activation of prior learning,
- clear and explicit teacher led instruction
- modelling of key concepts with appropriate concrete or visual prompts, such as teacher modelling, children demonstrations and video clips
- guided practice
- opportunities for independent work

Teacher's should also use high quality questioning techniques to elicit children's understanding, clear teaching of key vocabulary, opportunities for paired and group work as appropriate and a time for reflection or summing up key learning at the end of the session.

It is the teacher's responsibility to ensure the health and safety of all children during PE lessons, by following the following expectations:

- teacher to check apparatus for any signs of wear, damage, splinters etc. prior to use.
- teacher and child should both change for P.E. lessons. Teachers at the very least should change footwear. Children should wear appropriate PE kit, i.e. shorts or joggers, T-shirt and pumps or trainers (bare feet can be used for dance or gymnastics).
- If any jewellery has been worn to school, the teacher should ensure this is removed before the lesson. The individual child must be responsible for ensuring earrings are removed or taped up.
- when carrying apparatus there should be two pupils to a bench, two pupils to a small mat and four to a large mat. There should also be two pupils per box trestle or frame and four sensible children and teacher to set out large framed apparatus.
- mats should be used where children are likely to dismount or jump from apparatus, (not climbing frame, as children are not to jump from this).
- all children should be encouraged to bend knees when bending down and not stoop down.

Assessment

Children in both Key Stage 1 and 2 are assessed in line with the objectives and targets outlined in the National Curriculum. Each 'topic' has been split into a set of objectives for that unit of work and it is the class teacher's responsibility to assess children as to whether they are working at expected level or working towards the expected level. To ensure continuity and progression, assessments are to be passed on to next class teacher and the objectives in Key Stage 2 will

progress to include more competition, attacking / defending strategies and the application of a range of skills simultaneously.

Organisation of resources

Equipment is stored securely in the PE cupboard within the sports hall. The cupboard is kept locked so that only members of staff have access to it. Within the cupboard is a variety of resources including cones, bean bags, footballs, hurdles, and a vault. It is the PE leaders responsibility to ensure that all equipment is available to meet the National Curriculum objectives.

Use of ICT

We recognise that the use of ICT can vastly enhance the teaching of PE. Ipad's are used to capture the children's actions, which can then be used for evidence and to support further progress of the child. The class and PE blogs are also used to share PE experiences with the children's families. Inter-school competitions are also blogged to share these experiences with the community. Teachers are also made aware of available apps that can also support the teaching and learning within PE.

Role of the subject leader [\(link to subject leadership policy\)](#)

- Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.
- Arrange for children to have opportunities to compete in sports against local schools.
- Identify areas for assessment and recording in various ways the work children produce.
- To attend courses/conferences to learn about new innovations in PE across KS1 and KS2.
- To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;

- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECTs will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.