



# Physical Education Policy

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## Our Vision

The school believes that physical education, practiced in a safe and stimulating environment, is key to all young people's physical development and wellbeing. We capitalise on our unique surroundings to aid in the development of physical skills and attributes, we utilise the subject for whole child growth. As a school, we encourage and prepare young people for lifelong participation in physical activity and enable them to feel successful and fulfil their full potential, whilst embracing our Christian values.

## Introduction

At Mordiford C of E Primary School, we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

## Aims

Through a high-quality physical education programme, the school aims to enable young people to become successful learners, confident individuals and responsible citizens. We aim to develop the physical literacy in all young people, enabling them to engage with physical activity to make lifelong choices around health and wellbeing.

## Objectives

- To inspire and engage children's interest in physical activity through providing a wide range of opportunities within school and after school
- Allow young people the opportunity to take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle habits
- To develop a growth mindset through positive behaviours and experiences including responsibility, leadership and co-operation

- Promote our Christian values through sports and positively encourage children to share, respect, support, trust and togetherness

## **National Curriculum**

A high-quality physical education curriculum inspires all young people to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for young people to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **Curriculum Aims**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

## **Planning and Organisation**

- Each class is timetabled so that they can access the hall at least once a week
- The playground areas, field and forest school are used to facilitate activities such as outdoor activities and games
- Teaching staff deliver high quality PE activities/lessons for 1-2 hours per week
- Swimming lessons are provided by qualified teachers from Halo Leisure following the National scheme called 'Swim England Charter'. This has been developed specifically to meet the required outcomes of the National Curriculum, covering both water safety and learning to swim
- Coaches from the local area regularly provide additional opportunities for extending the PE curriculum as well as high level staff development
- Lunch time activities lead by the school's Young Leaders, run focussed activities for the whole school helping to establish healthy and active lifestyles
- Through the School Games initiative, the children are all given opportunities to participate in competitive sporting activities. School staff accompany the teams to these events

## **Early Years Foundation Stage**

We encourage the physical development of our children in the Reception class, as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are:

### **Expected**

Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Exceeding**

Moving and handling – Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self-care – Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. 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.

## **Key Stage 1**

Young people 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Our young people are taught to:

- Master basic movements including running, jumping, throwing and catching, whilst 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**

Young people 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Our young people are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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

## Swimming

Swimming is taught through an intensive model where the children attend a 40 minute lesson each day for two weeks. However, we have decided to split these weeks up in order to give the chance for our children to rest and recover.

Through these lessons, they are taught to:

- Swim competently, confidently over a distance of at least 25m
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations

Class based lessons also occur to help embed their new knowledge of life saving.

## Cross Curricular Links

- **English**  
Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.
- **Maths**  
Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
- **ICT**  
Children use capturing and recording equipment (iPads) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.
- **PSHE**  
PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.
- **Christian Values**  
Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.
- **Healthy Eating**  
The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

## Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general

enables them to develop a respect for other children's levels of ability, and encourages them to respect and work with each other and develop a better understanding of themselves and of each other.

## **Equality, Diversity and Accessibility**

All young people are able to access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups, including those who have diverse special educational needs, disabled, gifted and talented children and those who have English as an additional language. Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all young people to make progress.

## **Inclusion**

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school
- Lessons will provide good quality experiences that are suitably challenging for all young people
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained, and expectations will consider their individual needs
- For the purposes of competitions, all children will be given the opportunity to participate in the experience

## **Health & Safety**

Safety should be paramount when planning P.E. activities. Risk assessments should be regularly checked and updated. Children should be taught how to develop their own abilities to assess risks.

- Under common law all teachers are expected to act '*in loco parentis*'
- Young people are taught how to improve their own abilities to assess risks
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident
- Inhalers for asthma sufferers are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff
- Regular checks are made on all equipment by staff prior to use.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear
- Any items constituting a danger are taken out of use immediately
- All large items of equipment are inspected annually by an independent safety expert
- Young people will be taught how to move and use apparatus safely under the supervision of a teacher or a responsible adult. (See apparatus Handling Document)

- Young people are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting their hockey stick above the waist, not jumping or running in front of others, etc )
- Young people are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over
- Risk assessments should be completed by the teacher or PE co-ordinator and submitted for out of school activities using Evolve Risk Assessment
- Teachers set a good example by wearing appropriate clothing when teaching PE

## **Clothing**

### **Indoor**

- Black shorts, black Mordiford polo shirt, pumps or bare feet

### **Outdoor**

- Winter: Black tracksuit bottoms, black jumper, black Mordiford polo shirt and suitable outdoor trainers
- Summer: Black shorts, black Mordiford polo shirt and suitable outdoor trainers

### **Swimming**

- Swimming costume or trunks and a named swimming cap (if applicable)
- Goggles (if chosen)

No jewellery or watches to be worn for any physical activity.

## **Staff Development**

All members of staff teach PE to their own class. External coaches are used to support the teaching of PE across the Key Stages, introducing new techniques and helping to meet the development needs of all staff.

Staff and the subject leader identify professional development need and where available, arrange for staff to work with coaches, attend INSET training and receive mentoring from colleagues.

## **Leadership & Management**

The PE Coordinator is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets

- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

## **Resources**

- There is a variety of equipment to enable young people to achieve objectives, which are best suited for their age and stage, which is updated yearly
- Large equipment/ mats are stored in the hall
- Outdoor equipment is stored in the outdoor PE shed
- Administration Arrangements for Extra Curricula Sporting Events
- The School Office liaises with teachers/support staff and sports coaches to arrange after school clubs
- Children are given the responsibility to set up and put away equipment which enabling them to safely handle the equipment

## **Young Leaders**

Our Young Leaders scheme enables children to develop their own leadership skills as well as enhancing others sporting experience in school. They will become a vital part of the playground by inspiring others to become more active socially, physically and mentally. The Young Leaders development will be mostly through a student-centred approach where the teacher becomes the facilitator of learning rather than the leader of the activities.

### **Supports young people to become:**

- Successful learners
- Confident individuals
- Responsible citizens
- Happy and healthy individuals

### **Enabling them to:**

- Show a desire to improve and achieve set outcomes
- Set attainable, but desirable goals
- Identify and recognise how they contribute to young peoples' overall well-being and learning
- Be able to lead a series of activities for ages 6-11
- Maximise participation levels in and out of school

Throughout the scheme, Young Leaders will be given tasks to complete following our five values: Passion, Respect, Self-Belief, Teamwork and Honesty. Leaders who work hard and complete these tasks will be rewarded with things such as a Young Leaders hoody, water bottles and possibly trips out of school.

## **School Sports Premium**

The school has a detailed plan to improve the quality of PE provision for all young people. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

## **Assessment & Recording**

Assessment is carried out by the class teacher through observations throughout their lessons to understand the next steps in learning. Across the school, other forms of summative assessment are used to support transition to the next year group and reporting to parents.

- Photographic/video record is used for documentation as well as a tool for peer/ self-assessment
- Physical development levels and progress are recorded by the EYFS teachers for each young person

We are currently developing our system of assessment inline with the new curriculum map and Real PE.

## **Monitoring & Review**

- The subject leader will oversee the continuity and progression within annual and medium term plans
- They will also monitor the quality of teaching and learning through observations
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice