

Peters Hill Primary Physical Education Policy

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Introduction

At Peters Hill Primary School we are passionate about the whole child gaining the skills and attitudes to enable them to embrace life's opportunities to the full. To achieve this our curriculum is underpinned by five drivers: ambition (success), belief (confidence), compassion (motivation), pride (knowledge) and respect (responsibility). These drivers are central to our school ethos and will further enrich the exciting and captivating learning

opportunities that our pupils experience. As physical education is a national curriculum foundation subject and an entitlement for all children, the subject intent and curriculum drivers have been developed within the PE Key concept document and are evidenced within the PE policy.

At Peters Hill our ambition is to provide children with a high-quality physical education curriculum, which motivates all students to flourish in competitive sport and live a physically active lifestyle. We pride ourselves in offering opportunities for students to succeed, achieve and feel self-assured within all aspects of physical activity, which will benefit their health and well-being. Respect, pride and compassion are values, which are embedded through the opportunity's students have, to compete in sport and other activities.

Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. At Peters Hill we endeavour for each pupil to gain a deep understanding of physical education. Our curriculum allows children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team developing their sportsmanship and teamwork skills. Our teachers will continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children are physically active for the entire PE lesson, as well as providing other structured active opportunities throughout each day. Our readily available equipment will be used within every lesson for children to practise and refine skills. With our mastery approach to learning, transferable skills will be taught linking a variety of sports. Children at Peters Hill have access to disability and inclusive sports, opportunities to lead, knowledge of rules and are taught how tactics can impact on various games.

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

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 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 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 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.

Pupils should 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should 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.

Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provides the foundation children need to make the most of their abilities and talents as they grow up. 2. The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Within the development of Physical Education, we focus primarily on the achievement of three areas of learning and development, Personal, Social and Emotional development, physical development and expressive arts and design. By the end of EYFS children will be able to:

Personal, Social and Emotional development

Self regulation

Children at the expected level of development will

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;

Physical Development

Gross motor skills

Children at the expected level of development will

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive art and design

Being imaginative

- Perform songs, rhymes, poems and stories with others, and — when appropriate try to move in time with music.

PE at Peters Hill

At Peters Hill we offer children an opportunity to access all areas of the PE curriculum in suitable settings. Each class is timetabled 1.5 – 2 hours per week for teaching staff to deliver high quality lessons. As a school we have access to two indoor halls (one with mirrors), a large grass playing field, multiple hard-court areas, a forest school and an adventure area.

Swimming lessons are provided in Year 3, in eight-week blocks (1-hour sessions). These sessions are taught by qualified instructors at a local leisure centre. Additional swimming lessons are offered to those children who haven't met the national curriculum standard (Proficiently swimming 25m, showing a range of strokes and to be able to perform self-rescue skills).

Children are encouraged to participate in extra-curricular clubs, which take place after school to promote a love for physical activity. The clubs offered rotate throughout the year enabling all students to have access to a variety of sports. Clubs are provided through staff as well as outside agencies (SISS approved) such as RB Gym and Sport.

To promote ambition, compassion and success within the curriculum, key stage 2 children participate in intraclass competitions at the end of each term, culminating in a whole school event at the end of the year (Sports days). All children are encouraged to celebrate their successes and show good sportsmanship to their peers. These sporting endeavours are promoted through class blogs and the sport blog, which can be found on the school website.

Within our PE curriculum, children are encouraged to become responsible for achieving an additional 30 active minutes of physical activity throughout each school day.

To achieve this, we encourage active classrooms using Kagan structures within lessons throughout the day which actively engage students. The structures, both paired and team, support teamwork, communication, social and leadership skills, they celebrate everybody's successes. These active structures stimulate brain activity through classroom interaction. Staff have access to resources to facilitate active brain breaks within lessons to ensure that children stay focussed, increase their productivity and reduce their stress levels.

We encourage children to participate in active travel whilst commuting to and from school. To achieve this, we have cycle racks to enable them to store their bikes securely during the school day. We also deliver bike ability workshops in Year 5 to ensure awareness, proficiency and safety whilst cycling on roads. We promote walk to school week, rewarding active methods of travel to school within this week specifically.

Throughout lunch times and break times, we encourage children to be physically active. To facilitate this, we have a variety of playground markings, a selection of accessible equipment as well as Sports Ambassadors, who use equipment to lead structured games and activities. Opportunities to use the adventure playground are provided on a weekly basis to enable all classes to benefit from this resource.

We offer extra-curricular activities every morning and afternoon to support active 30. Clubs are offered throughout the year to each year group with a wide range of sports on offer. The sports vary from term to term to ensure a coverage of all sports across the whole school. Some of the clubs offered are free, to ensure all pupils have accessibility to these opportunities.

Each class receives scheduled time within our forest school. A specialist forest school leader provides time within planned sessions for children to be active within that environment. With this time children are allowed to; climb trees, build dens, swing on rope swings, climb rope ladders and freely explore the space available safely within the presence of staff.

Other sports opportunities at Peters Hill

We endeavour to promote a love of physical activity through compassion and motivation, at Peters Hill. To develop this, we have links with clubs within the community, who deliver lessons and workshops to engage children within sports they wouldn't necessarily have access to.

We enter a range of sporting competitions throughout the year for different year groups to attend. The successes of these are celebrated on the school sports blog as well as in assemblies and individual class blogs. We celebrate any successes of children outside of school and each year group has an achievement display to show this. Carrot rewards are given to children who have achieved successes both inside and outside of school.

To further enhance a love of physical activity, sport specific assemblies are embedded within the yearly assembly rota to deepen pupils understanding of global sporting events and athletes. Their awareness of such events and people, develops a level of respect and appreciation of sport, targets their interests and develops their ambition and confidence to achieve similar successes.

Specific celebration days are planned each year to coincide with sporting events or sports charity days. During these days' pupils are informed about the role sport plays in the wider community. Each year the school hosts a wellbeing week, which allows children to participate in an array of activities related to health and wellbeing. It links a variety of curriculum areas to develop children's understanding of living a healthy lifestyle.

PE planning

To develop our curriculum driver for ambition, our lessons enable success for all, providing children with achievable outcomes and a depth of knowledge and understanding. To achieve this, staff use the PE overview and PE pathways to aid planning, as they show a clear progression of skills through each strand of PE from Reception to Year 6. There are seven pathways within our curriculum which cover the national curriculum aims by the end of KS1 and KS2. Our curriculum is designed to encourage self-belief and pride within pupils, through using "piggyback learning". Our mastery approach to learning, enables pupil to transfer skills learnt from sport to sport.

To ensure lessons are fun and meaningful, staff have access to a collection of resources such as skill progression documents, pathway specific vocabulary, a bank of resources for all areas of PE and the 'Rawmarsh Community School Professional Development' scheme of work. Knowledge organisers have been provided for each pathway to be used within lessons, allowing children to develop independence, linking their prior learning and refining their new skills.

All PE objectives will be covered by the end of the year, and ideally, several times throughout the year. PE planning must be evidenced within half termly medium-term plans, which should clearly show:

- ~ the learning objectives that will be covered
- ~ the skills which will be taught
- ~ how children will progress throughout the lesson/term
- ~ subject specific terminology that will be taught

Resources

Peters Hill has a wide range of equipment readily available for the teaching of high-quality inclusive lessons. In both halls there is access to music systems and tv's/projectors, to show visual representations to pupils. Within the large hall, there is range of equipment suitable for gymnastics, sports hall athletics equipment as well as a trolley full of equipment for indoor games. Dance is taught in the small hall due to access to the mirror wall which enables self-assessment during performances. In the small hall, there is a range of dance equipment, gymnastic mats for EYFS and an indoor games trolley. There is a container on the top playground which has a multitude of sporting equipment which is suitable for all year groups.

Knowledge organisers are available for children to use within lessons, enabling them to have some responsibility to changing tasks to suit their needs. They provide images of skills, strand specific vocabulary and 'STEP' processes which can be child initiated, if required.

Assessment

Teachers assess children's performance in PE by making informal judgements as they observe them during lessons, to ensure they are being challenged, supported and ultimately make progress within the lesson. Termly assessments are made about each child's achievements against the learning objectives in the schools' mark book, where it is decided whether they are below, at age related or above age related. In EYFS, ongoing assessments are carried out against the Early Learning Goals and are recorded on Tapestry. Evidence of children's progress and learning may be seen through videos and photos in class practical books, class blogs and through PE subject monitoring on the school's network. Children will have the opportunity to self-assess their work using videos and photos to make improvements to their skills.

Equal opportunities

Physical education is a compulsory part of the national curriculum. Therefore, inclusion for all is important at Peters Hill. Opportunity and provision within PE activities are planned and delivered to meet the needs of all pupils. Access to physical education is the same regardless of pupil's gender, disability, race or cultural background. The expenditure of the sports premium money is used to support all children within the school, for further information on this, see the school website.

Opportunities to access different cultures are provided through dance. Some dance topics are linked to different cultural dances whereas others are linked to curriculum themes, which allow children to immerse themselves in their topics.

Within classes there are pupils of ranging abilities, consequently differentiation enables all pupils to achieve to the best of their ability. Differentiation is provided in a range of ways, such as:

- ~ Setting open ended tasks which have a range of outcomes
- ~ Using the 'STEP' (space, task, equipment and people) process to alter tasks to an appropriate level for each child,
- ~ Grouping children by ability and setting a variety of specific tasks,
- ~ Communicating with the pupils about their needs and interests.

In the case of any additional needs, activities and equipment will be modified to facilitate maximum participation. Children who are unable to participate in the short term, due to injury or illness (A parental note or verbal communication is necessary to be excused), will be included (where possible) in the non-performance aspects. If a child has a verruca, they can still participate in lessons by wearing pumps and socks during barefoot lessons and must wear a waterproof plaster over their verruca during swimming lessons. Any children not participating in PE lessons, where possible, will support the teacher in the delivery of the lesson through assessing peers and gaining evidence of skills performed, they will wear appropriate footwear for the activity.

Class teachers will ensure that spare PE kit is available for the occasional circumstances where a child does not have their own in school.

Health and Safety

To ensure complete safety during PE lessons at Peters Hill we follow guidance published by AfPE (Association of Physical Educators). Equipment is checked according to the AfPE guidance on a termly basis. It is also checked at the start of each lesson, as well as the activity space to ensure it is fit for use. Where possible, the pupils are included in this process to widen their knowledge of a safe environment. Teachers will demonstrate how to use equipment respectfully and responsibly for children to replicate in their own practise, including practical and digital equipment. Children will be taught explicitly about space; their own space, space of others and how space is needed to ensure the delivery of a safe PE lesson.

Every lesson should commence with a 'warm up' linked to prior learning and preparation for new learning, involving a session of vigorous activity relating to the lesson and an opportunity to 'cool down'. Children will be taught the importance of warmups and cool downs, leading them when suitable. Children will be given sufficient time to safely practise, finish and refine work.

Each member of staff is aware of any medical conditions within the group they are teaching and how to deal with them. Children, who may require medication during the lesson, will have access to it should they require it. All medications plans are also carried with medications. First aid kits will be taken to all PE lessons and in the case of a serious incident, a trained first aider will take control of the situation and parents will be contacted.

For PE, health and safety issues are paramount and override any other consideration and staff must be able to move freely without being hampered by unsuitable clothing or footwear. Staff will model appropriate clothing and footwear for physical activities, such as tracksuit bottoms, joggers and shorts (of a suitable length and style) are acceptable to wear for the teaching of PE. When modelling physical activities staff must remove their lanyard to ensure their own safety. When teaching or assisting in PE lessons, clothing must not present a trip hazard or could catch on equipment or apparatus – for example a jilbab would not be considered suitable; a thobe (a shorter garment than a jilbab) would be more appropriate to wear for PE lessons. Hi jab's, if worn, must be tied tightly to the head. If a shawl is worn, this must be secured tightly at the back and must not be loose at the front as this may impede assistance to pupils.

Children are also expected to wear appropriate clothing for physical activity. Children should have plain white T-shirt or long sleeve top, black shorts or leggings, a suitable tracksuit and black pumps or trainers. Hi jab's, if worn, must be tied tightly to the head. If a shawl is worn, this must be secured tightly at the back and must not be loose at the front as this may impede vision. Clothing worn within PE must not cause a hazard to the child or fellow pupils.

We would ask that ear studs are removed for all PE lessons to show good practise and hygiene. If a child has forgotten to remove their earrings, staff will ensure the activities are suitable for their participation. All other jewellery (fit bits, watches, rings) should be removed unless unable to for religious reasons, which should be covered if it is at risk of causing harm. Hair should be tied back out of faces during activity, to ensure it does not impede on vision.

For swimming lessons children should either wear a swimming costume, trunks or swimming shorts. If for religious or medical reasons a child needs to cover their body, we would ask parents to discuss individual cases with school. In these situations, children would need to wear tight fitting lycra based clothing or other Islamic swimwear, such as a burkini or hijood. Goggles, although not essential, are acceptable during lessons. Swimming caps are recommended not only to keep hair out of a child's face when swimming but also to reduce drag, making swimming a bit easier. As in all PE lessons all jewellery needs to be removed before the swimming lesson.

Policy to be reviewed September 2023