

**ST. MARY & ST. MARGARET'S
CE (AIDED) PRIMARY SCHOOL**



**POLICY FOR
PHYSICAL EDUCATION**

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Contents page

Vision and Values	3
What is Physical Education?	4
Our Aims for Physical Education	5
Physical Education in the Early Years Foundation Stage (EYFS)	6
EYFS Assessment	7
Physical Education in Key Stage 1 and 2	8
School Sport	14
Physical Activity	15
Teaching and Learning	16
Health and Safety	17
Role of the PE Co-ordinator	18

Vision and Values

At St Mary and St Margaret's CE Primary School, our vision is to provide high quality learning experiences through Physical Education, within the curriculum, school sport, in our out of hours learning opportunities and in physical activity throughout the day. Our broad and balanced, enriched and extended curriculum is tailored to individual needs – differentiated to ensure learning opportunities are both challenging and appropriate. We give every child – regardless of special needs, gender, ethnic group, social or cultural background – the opportunity to represent the school competitively by the time they leave Year 6. We strive to provide stimulating activities which will help pupils to make a successful transition to adulthood, and foster lifelong habits that promote physical and mental wellbeing.

Our school values are embedded in our PE and School Sport. They encourage children to be the best they can be by:

- **Growing as a child of God** – children have a sense of belonging that is bigger than themselves.
- **Loving learning** – they demonstrate a love and enthusiasm for learning and develop the skills to become lifelong learners.
- **Caring** – they become responsible and compassionate with a sense of the positive impact they can have in their world.
- **Achieving** – they develop detailed knowledge and skills and as a result achieve well
- **Personal Development** – they develop their character, naturally displaying the values of the school in all that they do. They know how to keep physically and mentally healthy and by the time they leave they are prepared for the challenges they will face in the future.

Our curriculum is designed to reflect our aims and values and to meet the requirements of the National Curriculum and other government guidance. This we aim to achieve through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers and coaches.

What is Physical Education?

Physical education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils.

We believe that Physical Education is about the following:

- Allowing every child the opportunity to succeed and excel in competitive sports and other physically demanding activities, inspiring them to achieve as high a standard as possible regardless of special needs, gender, ethnic group, social or cultural background.
- General and specific body management skills should be acquired, knowledge and understanding developed, positive attitudes nurtured and social attitudes encouraged by:
 - a) Maintaining and increasing physical mobility, flexibility and the development of stamina and strength.
 - b) Promoting an understanding of the benefits of safe practice in physical exercise in achieving and maintaining a healthy lifestyle.
 - c) Helping to develop the capacity to maintain interest and to persevere and practise to achieve success.
- Creating a sense of self-confidence and self-respect through the development of physical confidence, competence and poise.
- Developing an appreciation of skilful and creative performance in themselves and others as participants or spectators.
- Developing an awareness of a sensitivity of the needs of others through being aware of their role as a member of a team or group.
- Developing the appreciation of the concept of fair play, honest competition and good sportsmanship and recognizing that competition can be an opportunity for self-improvement and achievement.

Our Aims for Physical Education

Our aims are that all children:

- regardless of gender, culture and individual special need, take part in a broad programme of physical activities that promotes physical activity and a healthy, active lifestyle.
- take part in activities that develop cardiovascular health, stamina, strength and flexibility and which involve being physically active for sustained periods of time.
- develop positive attitudes to participation and physical activity which allow them to make informed decisions about the importance of exercise in their own lives.
- discover their own aptitudes and preferences for different activities.
- develop competence to excel in a broad range of physical activities.
- understand the need for increased personal hygiene in relation to physical activity.
- engage in competitive sports and activities.
- understand that in promoting the general and specific body management skills required in the various activities they learn to use the body appropriately, with the best possible poise.
- know that whilst aiming to achieve this they understand what it takes to succeed and acknowledge others' success.
- learn to appreciate skilful and creative performance in themselves and others as well as being aware of their own areas for improvement.
- set targets for themselves whilst developing an awareness of the needs of others through their role individually, as a team member, or spectators and learn to observe the conventions of fair play, honest competition and good sporting behaviour.
- should be respectful of the environment and understand the concept that all must share it.
- ensure safe practice by:
 - (a) Always responding readily to instructions.
 - (b) Recognising the need for rules, a code of practice and safety procedures for different activities whilst practising or during competition.
 - (c) Recognising and understanding why they should wear appropriate clothing and footwear.
 - (d) Learning how to lift, carry and use equipment safely.
 - (e) Understanding the need to warm up for and recover from exercise.

Physical Education in the Early Years Foundation Stage (EYFS)

PE in EYFS follows the statutory guidance from the Early Years Foundation Stage Statutory Framework (EYFS) published by the Department for Education (July 2020).

The framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures children's 'school readiness' and the knowledge and skills they need for good future progress through school and life

PE forms one of the prime areas of learning and comes under the title 'Physical Development.' It also forms a fundamental part of the other 2 prime areas: Personal, Social and Emotional Development and Communication and Language.

PE is not taught in isolation and can play an intrinsic role in the Specific areas of; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Each area has its own Early Learning Goals (ELGs).

ELGs related specifically to Physical Development are as follows:

Physical Development

ELG: Gross motor skills

- 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 Arts and Design

ELG : Being Imaginative and Expressive

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

Personal, Social and Emotional Development

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge
- Understand the importance of healthy food choices
-

Planning in the EYFS setting should:

- offer appropriate physical challenges
- provide sufficient space indoors and outdoors for activities
- allow sufficient time for children to explore the equipment
- provide a range of resources and equipment
- introduce the language of movement

EYFS Assessment

In the final term of the year in which the child reaches age five, the EYFSP (Early Years Foundation Stage Profile) is completed for each child. The profile provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals, indicating whether or not they are meeting expected levels of development.

Year 1 teachers are given a copy of the profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning: playing and exploring, active learning and creating and thinking critically to inform future planning.

Information is then provided to the local authority.

Assessment of SEN children

The Profile must be completed for all children, with reasonable adjustments to the assessment process for children with special educational needs and disabilities.

Physical Education in Key Stage 1 and 2

Curriculum Requirements

PE is a compulsory part of the curriculum for all pupils.

Provision follows the statutory guidance 'National Curriculum in England: physical education programmes of study', published by the Department for Education (2013).

At KS1 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

At KS2 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

Curriculum Provision

Following the departmental guidance of a minimum of 2 hours curricular PE per week;

KS 1 - 1 hr of multi skills/agility and 1 hr of gym or dance per week.

KS2 - 1 hr of games or athletics and 1 hr of dance, gym or 30 mins swimming per week.

Swimming and Water Safety

Requirements

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

Allocation

Swimming takes place weekly at North Solihull Sports Centre.

Year 3 – approx. 16 weeks during Spring term 2 and the Summer term.

Year 4 – approx. 12 weeks during the Autumn term.

Year 5 – approx. 8 weeks during the latter part of the Autumn term and Spring term 1.

Additional swimming lessons are undertaken in Years 4 and 5 to ensure that any child unable to swim 25m by the end of Year 3 is given further opportunities to develop this important life skill. Swimming lessons are compulsory for all children from Years 3-5. Lessons and assessments are provided by Local Authority employed coaches at North Solihull Sports Centre. Those who are confident swimmers will be taught life-saving skills. Should any child still be unable to swim 25m by the end of Year 5, they will be signposted towards swimming lessons out of school hours and, where feasible, we will endeavour to provide further lessons during Year 6.

A Balanced Programme

A balanced programme of opportunities is planned for each year as part of a Key Stage and should aim to:

- a) Develop skilful body management
- b) Give experience in the creative / aesthetic through movement.
- c) Include competitive activities among groups and individuals.
- d) Train the body leading to increased strength and stamina and endurance.
- e) Give challenging experiences in a variety of outdoor environments when possible.

There is an emphasis upon both the development of skills and of tactical understanding. A variety of teaching styles are used to achieve this.

In the majority of classes, class teachers are responsible for the planning, teaching and assessment of gymnastics and dance. Central Coaching generally provide the planning, teaching and assessment of games and athletics.

Example of long term planning 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS CC	ELG Assessment circuits	First PE	First PE	Multi-skills	Multi-skills	EYFS Tennis
Yr 1 CC	Multi-skills	Ball skills	Infant Agility	Dodgeball	Tennis	Cricket
Teacher	Gym	Gym	Gym/Dance	Dance	Dance	Athletics
Yr 2 Teacher	Multi-skills	Ball skills	Infant Agility	Dodgeball	Tennis	Cricket
	Gym	Gym	Gym/Dance	Dance	Dance	Athletics
Yr 3 CC	Football	PB FESTIVAL	Dodgeball	Tag Rugby	Tennis	Cricket
Teacher	Gym	Dance	Gym	Swim 2 nd Mar-13 th July (16 wks)	Swim	Swim
Yr 4 CC	Dodgeball	Football	PB FESTIVAL	Hockey	Tennis	Tag Rugby
Teacher	Swim 10 th Sept-3 rd Dec (12 wks)	Swim	Gym	Cricket (Chance to Shine)	Dance	Athletics
Yr 5 CC	Dodgeball	Netball	PB FESTIVAL	Rounders	Tennis	Tag Rugby
CC	Gym	Gym	Dance	Dance	Hockey	Athletics
Teacher		Swim 9 th Dec-10 th Feb (8 wks)	Swim	Cricket (Chance to Shine)		
Yr 6 CC	Dodgeball	Netball	PB FESTIVAL	Hockey	Tennis	Tag Rugby
CC	Gym	Gym	Dance	Dance	Rounders	Athletics

Planning Procedures

Previous class experience and the needs of the whole school (in terms of the hall and other resources availability) are taken into account when the whole staff meet to plan on an annual basis.

All the schemes allow for balanced progress throughout the two Key Stages with allocation of work to each of the years.

Each teacher will plan with the help of the coordinator, a termly planning sheet that reflects the decisions on planning made by the staff and states the aims in view and the

objectives to be achieved to cover the areas of activity in the National Curriculum programme of study for their part of the Key Stage. The balance and progression will have developed from the whole school planning and be monitored by the coordinator.

Planning is used to:

- set clear, achievable goals
- ensure work is matched to pupils' abilities, experience and interests
- ensure progression, continuity and subject coverage throughout the whole school.
- provide criteria for assessment and evaluation of teaching and learning

Progression

Progression in Physical Education involves 2 essential elements, difficulty and quality. How and to what extent these elements are developed will depend on the age, ability and the previous experience of the pupils.

Differentiation

Planning for differentiation can be achieved through the **STEP framework**.

SPACE – increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

TASK – changing the demands, the rules of the activity, the number of times a child has to repeat the task, teacher cues, direction/level/pathway of movement or length of time to complete the task.

EQUIPMENT – changing the size of the target, level of equipment, amount of, height of or the arrangement of equipment.

PEOPLE – children work alone, with a partner, bigger/smaller teams, as leader or follower, on different activities or in a small group.

It is necessary:

- To build upon past achievements.
- To plan for specific developments of skills, knowledge and understanding so that pupils can achieve appropriate tasks.
- To provide opportunities for individuals to experience success.

Differentiation by outcome

This involves setting tasks suitable and appropriate for the pupils' starting level and which allow progress to be made. They then use their knowledge and understanding to achieve success at all different levels. In matching activities of pupils with learning difficulties, teachers may need to develop a series of supporting tasks.

Special Needs

We recognise that children within a year may have special educational needs. Differentiation by task and/or outcome is planned and specialist advice sought where needed.

Gifted and Talented

A pupil who shows special talent in an area of PE would be developed through the STEP process and also encouraged to pursue his/her talent through clubs and associations, or training schemes in, or outside, the authority or school.

Inactive children

The PE coordinator keeps a record of children's participation in school sports and community sports/activities. Where a child has little or no engagement, for whatever reason, they are actively invited to join school clubs and/or attend a small group session run by Central Coaching. These sessions are designed to encourage physical activity in a fun, non-competitive environment.

Year 5 and 6 Play Leaders of all abilities are also trained to lead activities during lunch times, with inactive children encouraged to participate.

With additional indoor school space and a trim trail, opportunities for whole school activity levels are now increased.

Assessment

Attainment Targets describe the types and range of performance that the majority of pupils should characteristically demonstrate at the end of the key stage, having been taught the relevant programme of study; acquiring and developing skills, selecting and applying skills and compositional ideas, evaluating and improving performance and knowledge and understanding of fitness and health.

At the end of every unit of work (approx. 6 weeks), each child is assessed as being 'high', 'expected,' 'working towards' or 'below' the expected standard for their year group.

This provides information for future planning, potential intervention groups and reporting to parents so that they can support their child's learning and understand how and where their child is making progress.

We continue to review and update our assessment procedures to ensure they are as effective as possible.

PE Contribution to Cross Curricular Elements

Cross curricular skills

- **Problem solving**

Many opportunities are given within PE to solve problems over a range of difficulties and involving a variety of skills. This will enable the pupil to use, or adapt the same skills, when confronted with problems in other areas of the curriculum.

- **Personal and social skills**

Physical Education helps to develop positive attitudes in a pupil. It helps them to develop as an individual by:

- Encouraging them to try hard to consolidate and improve upon their performances.
- Helping them to learn with success and limitations in performance.

In their relationships with others it helps to:-

- Develop positive attitudes about fair play, rules, laws, honest competition and good sporting behaviour as individual participants, team members, and spectators.

Cross Curricular Dimensions

Equal opportunities

All pupils take part in all Physical Education lessons. Every effort is made to make sure that all children have the same opportunities in all areas of PE. Cultural and religious conventions will be respected at all times. The advice and authority of the governors may be sought if there is any issue that conflicts with the aims of the school.

Cross Curricular Links

- **PSHE – SMILE (Move)** – healthy, physically active lifestyles
- **Science:** health and fitness
drugs and abuse
- **Maths:** speed
distance
time
measuring
recording
handling data
- **English:** speaking and listening
subject-specific vocabulary
- **Geography:** map-reading
- **Music:** rhythm
tempo
- **ICT:** stop watches
digital camera and video
spreadsheets, recording and interpreting data
internet

School Sport

School sport is the structured learning that takes place beyond the curriculum within the school setting (out-of-hours learning)

We believe that school sport is an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play. Activities offered are inclusive and are offered to all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year and may be run by staff or outside agencies.

We pride ourselves on our excellent reputation and record of achievement and participation in the School Games. As such we run a wide range of clubs on an open-access basis and generally select, from those who attend, sports teams.

Celebrating success

Children who are part of a school team, or gain medals and certificates by representing the school in sporting activities are congratulated in whole school assemblies, on twitter and in a half termly newsletter.

Links to Clubs

Over the years we have forged good links with local clubs; particularly in the areas of tennis, football and fitness, dance, rugby, athletics, golf, cricket and swimming. Where children show a specific talent or interest we are able to signpost them to the relevant club.

Enrichment

All children take part in one of the annual sports days. (EYFS and KS1 and 2 competitions)

KS 1 and 2 children attend different levels of School Games competitions across the borough.

All Year 5 and 6 children compete in the annual netball and football inter-house competitions.

Year 5 work towards gaining their cycling proficiency awards through Bikeability training.

Year 4 and 5 take part in the Chance to Shine Cricket programme, where they receive 4 weeks coaching and participate in a local festival.

Some children get the opportunity to attend events or play at The Belfry Golf Club, Edgbaston Cricket Ground, The Priory, Tally-Ho or Wimbledon.

Biannually we take part in the charity Sports Relief Mile.

Physical Activity

Physical activity is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils.

We encourage our children to be physically active throughout the day, not just when participating in PE lessons or school sports activities.

Every class takes part in a Daily Dash, 5 -10 mins of physical exercise which could take the form of a Daily Mile, GoNoodle dance activity, Cosmic Yoga, use of the trim trail or challenges set with equipment such as hoops, beanbags, rackets or balls.

Where lessons can be made active this is positively encouraged through things like Maths of the Day.

We also take part in national initiatives that encourage walking to school eg Walk to School Week and WOW travel tracker.

Teaching and Learning

Effective teaching in PE requires the teacher to be able to deploy a range of techniques. These include explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback. These techniques will be effective in a variety of situations where the teacher/child contact may be individual or they may work in small groups right through to large groups. This should be determined by considering how the pupils best learn and certainly learning a new skill is most often accomplished individually with as much teacher intervention as possible whereas practising it is more productive and more fun within a group. A plan of a lesson, or a block of lessons should identify the most appropriate technique and optimum organisation of the class.

The PE coordinator attends regular meetings and courses provided by the North Solihull Sport – PE and School Development Officer (Hollie Williams). This provides the coordinator with up to date information and CPD opportunities that can be disseminated via staff meetings, 1:1 discussions or email to the relevant staff within our school setting. Support from the PE coordinator is always on hand for any staff who need it.

We currently employ the expertise of coaches at Central Sports. This means the children receive high quality coaching from trained staff on a regular basis. Planning is done in consultation with the PE coordinator and lessons are monitored through direct correspondence with the coach, feedback from staff and the children and occasional short observations.

Health and Safety

(see separate Health and Safety in PE policy for full details)

It is a requirement of the National Curriculum that pupils are taught:

1. To respond readily to instructions.
2. About the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities.
3. To recognise the relevant safety procedures for the different activities they take part in.
4. How to lift, carry, place and use equipment safely.
5. How to warm up for and recover from exercise.
6. That they are mindful of others and the environment.

Here are the safety rules that apply to different areas of the school during PE:-

General

1. Pupils must follow instructions and understand why they are doing so.
2. They must wear the appropriate clothing and footwear.
3. No jewellery is to be worn. (Studded earrings to be removed by the child or taped over using appropriate tape).
4. Long hair to be tied back

In the hall

5. They should enter and leave in a controlled manner under the direct supervision of a teacher.
6. They should move apparatus with sufficient pupils making sure that they bend and straighten their knees to lift and lower.
7. Teachers should check that the apparatus is correctly set up and safe to use.
8. Pupils should not get on, or use apparatus unless directed by a teacher.
9. They must be ready to stop and come off immediately when told.

At the swimming baths

10. Pupils should only enter the pool area under the direction of a teacher.
11. Pupils must be toileted and use the foot pool before entering the water.
12. They should never run along the side of the pool.
13. They should not dive head first into the pool unless safely directed to do so by a teacher.
14. All behaviour must be directed and controlled in the swimming pool.

On the field/playground

15. Teachers should usually have all of their pupils within their sight at all times.
16. All activities and use of apparatus should be under their direct supervision.

The Role of the PE Coordinator

The role of the PE Coordinator is to;

- develop and monitor the PE curriculum.
- review and contribute towards planning with teachers
- update the school's policy and action plan in line with the school development plan
- assist staff by leading staff meetings/INSET training
- provide advice and support
- maintain the condition and availability of resources
- monitor and evaluate pupils' access to the subject
- review teachers' plans
- observe practise
- monitor levels of achievement in the subject

Strategies for Monitoring, Evaluating and Revising

This policy will be evaluated and revised as necessary by the coordinator within the regular rolling programme. This will be supported by whole staff meetings at the beginning or end of each year to decide if anything needs changing. The coordinator will, during the review period, meet with each member of staff to evaluate and review the work of each year.