



# Physical Education Policy

Written by:	Ben Darcy
Date:	October 2021
Review date:	July 2023

## MAYESPARK PRIMARY SCHOOL

### Physical Education Policy

#### **Aims and Objectives**

Physical Education (PE) develops the children's knowledge, skills and understanding, so that they can use these to perform with increasing confidence and competence a range of physical activities. These include dance, gymnastics, games, swimming and water safety, athletics and outdoor adventure activities. It promotes skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and cooperative facing up to different challenges as individuals, in groups and in teams. PE promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Mayespark Primary School seeks to provide a full, varied and interesting PE curriculum which challenges, engages and excites staff and pupils alike. We see PE as a vital part of the education experience as a whole.

#### **Physical Literacy**

We see physical literacy as important as reading and writing. When a child is learning to read they first learn individual words such as cat, sat, mat. A child will then put words together into sentences and read them. Similarly, as a child learns physical skills they learn skills such as how to run, jump, throw and balance, generally in isolation. Physical skills are linked together to create movement phrases in order to perform activities such as riding a bike, swimming, playing ball games or performing long jump.

We aim to help our children become more confident and experienced in these skills so that they are able to use them in different environments, across a wide range of activities and sports. We want all of our children to develop into adults who have the necessary skills to participate and enjoy physical education, sport and physical activity throughout life at whatever level they chose, whether recreationally or competitively.

The notion of 'learning to move; moving to learn' underpins a high-quality physical education curriculum and the planning we use helps support the delivery of consistently high physical education lessons.

#### **The aims of PE at Mayespark are:**

- To contribute to a broad and balanced curriculum.
- To ensure continuity and progression in PE throughout the school.
- To develop the knowledge, skills, concepts and understanding associated with PE.
- To promote physical activity and fitness.
- To develop the children's enjoyment of physical activity through creativity and imagination.

- To enable children to develop and explore physical skills with increasing control and coordination.
- To encourage children to work with others and in a team in a range of group situations.
- To develop positive attitudes such as fair play, honesty, competition, good sport, determination, perseverance, consideration towards others and coping with success and failure.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To encourage children to evaluate their own success and develop their skill further.
- To develop pupils' self-confidence and self-esteem through physical activity.
- To promote a long lasting love for sport and activity.
- To develop competence to excel in a broad range of physical activities.
- To ensure children are physically active for sustained periods of time.
- To engage children in competitive sports and activity.

### **Curriculum Planning**

At Mayespark Primary each class receives two hours of physical activity per week. Each class is timetabled to have one indoor session and one outdoor session each week (weather dependent). The sessions contain elements required by the National Curriculum:

#### **EYFS**

We encourage the physical development of our children in the reception classes as an integral part of their work. The Cambridgeshire PE scheme is used to teach and assess children in the Early Years.

We encourage children to develop confidence and control in the way they move and the way they handle equipment. All children are given 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**

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both 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.

Pupils are 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 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.

Pupils are 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.

### Long Term

The PE subject leader is responsible for providing an overview of what units are being taught across the school and ensuring that there is balance to the strands being taught throughout PE.

### Medium Term

It is the responsibility of a subject leader to provide all class teachers with copies of the plans and overviews and to ensure the standard of teaching and learning in PE is good.

### Short Term

Teachers are provided with lesson plans from the scheme of work and are expected to adapt them to suit the needs of their class.

### Basic Lesson structure

#### Warm up

A gradual progression that prepares the body and mind for activity. Pulse-raising activity, mobility exercises, stretches or a conditioned phrase. Sets the scene and introduces the lesson foci, learning objective and recaps last lesson's progress and achievements.

#### Task One/ Development

Introduction of new areas of learning, recap prior learning, explore and refine new skills, concepts and ideas.

#### Task Two/ Main Focus

Applying new ideas and understanding in increasingly more complex situations, selecting and combining skills, evaluating the next steps for progression.

#### Cool-Down/ Plenary

Calm activity that reinforces the progress made, the next steps in learning and gentle stretching where appropriate.

Children who are unable to take part in PE due to illness or injury should complete a lesson observation sheet (see Appendix 1 and 2). This ensures that they are still learning and assessing PE even if not physically taking part.

## **Teaching and Learning**

Within our PE curriculum we provide opportunities for pupils to acquire knowledge, develop their creativity and critical thinking skills.

**Acquiring knowledge** – remembering, classifying, ordering, comparing and contrasting, analysing.

We want our pupils to be able to demonstrate their acquisition of knowledge, for example, through showing that they know which exercises are appropriate for a warm up; by remembering what has been learned in the previous lesson; by describing how one movement is different to another; by demonstrating how to use a new skill in a game situation.

**Creative thinking** – being original, composing and/or elaborating.

Opportunities are provided to allow our pupils to demonstrate their creative thinking, for example, by developing new ways of moving; by using skills in different contexts; by reorganising actions into novel patterns.

**Critical thinking** – initiating ideas, using imagination and innovation, looking for other possible outcomes.

Our pupils demonstrate their critical thinking, for example, by evaluating performance; by understanding their personal bias and preferences; by viewing things from different perspectives.

## **Assessment and Monitoring**

Pupil attainment is assessed in accordance with the school policy. The assessment guidelines enable staff to accurately identify attainment of pupils. Each lesson plan comes with expectation statements, which teachers use to help with assessment for learning. The lesson expectation statements support the teacher in deciding where pupils are in their learning, what they need to do next and how best to get there. Teachers ensure that lessons have a clear focus and objective and that learning experiences are evaluated. Children are encouraged to self, peer and group assess performance in a positive way. Teachers will report to parents about the attainment, progress and effort children display in PE in both the mid-year and end-of-year reports.

## **Inclusion**

All children are included within the PE curriculum. It is the responsibility of the teacher to ensure that every child can access each lesson and is encouraged to progress in their skill development. Every child is expected to take part in PE lessons unless they have a medical condition supported by a letter from a parent or it is unsafe for them to do so. As all pupils are different and at different stages in their learning, each lesson plan provided has suggestions of ways to support pupils to refine their performance and challenge the more able to excel.

More able pupils should be challenged appropriately. Parents should be encouraged to further nurture their child's talent through out of hours learning. Class teachers and the PE lead must be aware of talented children and identify them. These children should then be challenged further in lessons and signposted to further provision where appropriate.

## **Health and Safety**

- Pupils should get changed into their PE kits in the classroom swiftly and with minimum fuss.
- Year 5 and 6 may use a screen to separate the boys and girls when getting changed.
- All jewellery must be removed or taped up safely and the teacher is responsible for locking away any jewellery that has been taken off. (Only small stud ear rings are permitted to be worn at school)
- Long hair should be tied back during all PE work.
- Indoor PE requires pupils to wear a white, round necked T-shirt, black shorts or leggings and plimsolls or barefoot. Not trainers.
- Outdoor PE requires pupils to wear the above except they may wear trainers instead of plimsolls. In cold conditions the children may wear a black tracksuit.
- Teachers should be aware of children who are fasting during times of religious observance.
- Pupils must be taught to lift, carry and use equipment safely (LCP scheme of work has advice).
- PE equipment must be checked by staff before use.
- Climbing wall bars, benches, mats and stalls will be checked by the PE subject leader once every half term, who will then report to the health and safety officer.
- Activities that involve children working above floor level must have mats, which should be placed for landing purposes only, not for breaking falls from equipment.
- Hall floors should be checked by the teacher to ensure they are dry and free of any hazards.
- Climbing apparatus, stalls, benches and mats are checked annually by a local authority approved servicing company.
- In the case of an accident, children should receive the correct first aid procedure.
- Asthmatic children must have their named pump with them throughout the lesson.

## **Extra-curricular activities**

The school provides a wide range of after school clubs, a large number of which are PE related activities. Children are encouraged to develop their skills further in a wider range of activities.

The children may represent the school in competitions. This provides an excellent opportunity to use skills learned in lessons and clubs in friendly competitive games giving them a sense of team spirit.

### **Intra-School Competition**

At the end of each teaching unit the children will have the opportunity to compete against the other classes in their year group. Intra School allows classes to demonstrate and practice the skills they have learned in their lessons and use them in competitive situations against other classes or other class members.