



# **Physical Education Policy**

## **September 2023**

**Dated: September 2023**

**Review Date: September 2024**

### **1. Introduction**

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Physical Education (PE) curriculum, ensuring that teaching and learning

in Physical Education is of a consistently high standard. All children will have the opportunity to undertake Physical Education throughout their time at Firs Primary School. The teaching of Physical Education is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

This policy has been written by the PE co-ordinator to provide a clear and structured guide on PE at Firs Primary School. The policy works alongside promotion of healthy schools.

## **2. Aims (Intent)**

At Firs Primary school, we are committed to providing all children with a range of learning opportunities to engage in Physical Education. We promote and encourage active and healthy lifestyles through high quality teaching of physical skills, physical development and knowledge of the body in action. Physical Education builds confidence, perseverance, team spirit, positive competitiveness and organisation. We deliver a programme of PE that builds fitness, improves strength and teaches children the rules of games.

PE lessons are delivered using the Real PE scheme which allows all children to gain a sense of achievement and develop positive attitudes towards themselves and others.

We aim to develop a love of PE through the delivery of high-quality PE lessons. As PE is an active lesson, it can positively impact children's health. PE has the ability to inspire all children, encourages communication and breaks down language barriers.

## **3. Organisation (Implementation)**

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

### ***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.

### **Physical Education Curriculum Organisation**

- All classes have an hour of PE timetable each week, where they make use of the playground/hall to deliver high quality activities and structured PE lessons. We also promote additional opportunities for children to be active throughout the day such as yoga, active brain breaks and dance.
- All children will have a balance between indoor and outdoor PE, through the use of the two indoor halls and playground facilities.
- Through high quality planning using Real PE, our staff deliver engaging, high quality PE lessons, and supports staff with their confidence when delivering PE.
- Swimming lessons are provided to all year 3 children by qualified swimming instructors.
- Additional swimming lessons provided to Year 6 children in the summer term.
- Staff regularly provide additional opportunities for extending the PE curriculum through lunchtime and afterschool sports clubs.

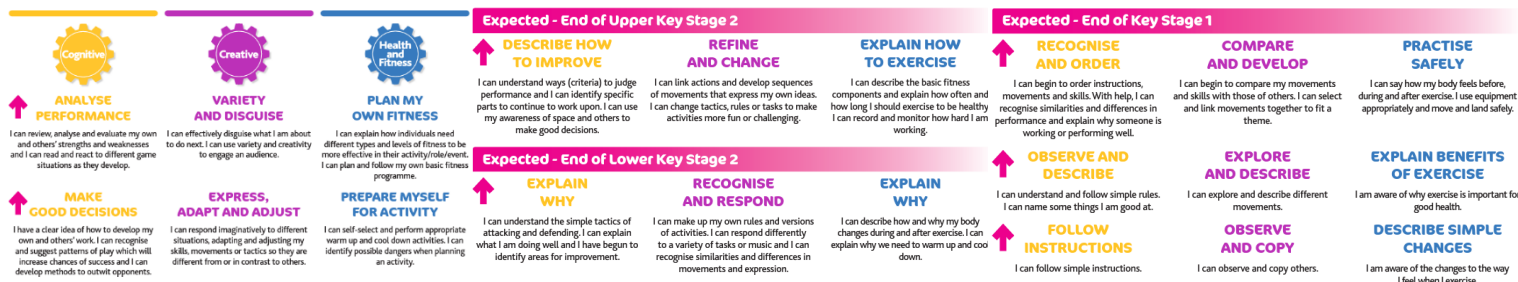
- Through the Derby City Schools Sport Partnership link, the children are all given regular opportunities to participate in out of school competitive sporting activities.
- PE has been carefully mapped throughout the school, with a clear focus on the progression of skills across year groups.
- PE lessons may be delivered by; class teachers, qualified teaching assistants or sports coaches.
- Year 6 have their orienteering outcomes provided at Lea Green.
- Quality CPD opportunities are provided throughout the year to support staff to deliver high quality PE lessons.

## Outcomes in PE

Our PE outcomes centre around the progression of skills through the learning behaviour cogs. These learning behaviours run throughout every fundamental movement skill. These learning behaviours are as below;



Personal	Social	Applying Physical	Expected - End of Upper Key Stage 2	Expected - End of Key Stage 1
<p><b>TAKE RESPONSIBILITY FOR MY LEARNING</b></p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>	<p><b>LEAD OTHERS</b></p> <p>I can involve others and motivate those around me to perform better.</p>	<p><b>APPLY WITH CONSISTENCY</b></p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>	<p><b>CONSISTENTLY TRY TO IMPROVE</b></p> <p>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p>	<p><b>KEEP TRYING</b></p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>
<p><b>EMBRACE CHALLENGE</b></p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p><b>IMPROVE OTHERS</b></p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>	<p><b>COMBINE WITH FLUENCY</b></p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>	<p><b>ORGANISE AND GUIDE OTHERS</b></p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p><b>HELP AND ENCOURAGE</b></p> <p>I can help, praise and encourage others in their learning.</p>
			<p><b>Expected - End of Lower Key Stage 2</b></p>	<p><b>UNDERSTAND OTHERS</b></p> <p>I can work sensibly with others, taking turns and sharing.</p>
			<p><b>LINK WITH QUALITY</b></p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>	<p><b>PERFORM SIMPLE SEQUENCES</b></p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>
			<p><b>TAKE CONTROL</b></p> <p>I know where I am with my learning and I have begun to challenge myself.</p>	<p><b>STAY ON TASK</b></p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p>
			<p><b>WORK WELL WITH OTHERS</b></p> <p>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p><b>PERFORM WITH CONTROL</b></p> <p>I can perform and repeat longer sequence with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.</p>
			<p><b>PERFORM WITH QUALITY</b></p> <p>I can perform and repeat longer sequence with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.</p>	<p><b>STAY ON TASK WITH HELP</b></p> <p>I enjoy working on simple tasks with help.</p>
			<p><b>PERFORM WITH CONTROL</b></p> <p>I can perform and repeat longer sequence with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.</p>	<p><b>PERFORM SINGLE SKILLS</b></p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>
			<p><b>PERFORM WITH CONTROL</b></p> <p>I can perform and repeat longer sequence with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.</p>	<p><b>TRAVEL IN DIFFERENT WAYS</b></p> <p>I can move confidently in different ways.</p>
			<p><b>PERFORM WITH CONTROL</b></p> <p>I can perform and repeat longer sequence with clear shapes and controlled movements. I can select and apply a range of skills with good control and consistency.</p>	<p><b>PLAY WITH OTHERS WITH HELP</b></p> <p>I can play with others and take turns and share with help.</p>



## Fundamental Movement Skills

Each Fundamental Movement Skill has its own document to support teachers to teach high quality PE lessons and contains the following information:

- End of Key Stage 1 and 2 expectations for pupils aligned to the coloured challenges.
- Each skill broken down into small, progressive and achievable steps.
- Declarative knowledge aligned to the skill.
- Procedural knowledge, that is connected to the declarative knowledge, to support children so they have a clear understanding of how to 'get better at PE'.
- Specific vocabulary, aligned to each skill, to support children's understanding and participation.

### Progression of Skills, Knowledge and Vocabulary

real PE progression - Stance	real PE progression - Footwork
real PE progression - Floorwork	real PE progression - Seated Balance
real PE progression - Ball Skills	real PE progression - Ball Chasing
real PE progression - Sending and Receiving	real PE progression - Reaction and Response
real PE progression - Jumping and Landing	real PE progression - 1 leg Balance
real PE progression - Counter Balance In Pairs	real PE progression - Dynamic Balance On a Line
real PE Progression of Skills - Cogs	real PE Progression of Skills - Cogs A4 printable

## 4. Resources

Any information about physical education/activity in our school is shared on our PE notice board/display in the junior hall.

All staff are aware of all the equipment stored in school. They are aware of where to store equipment, and all resources are labelled and organised. The PE coordinator regularly checks the maintenance of equipment, and is responsible for ordering new equipment when necessary.

## 5. Inclusion

- Class teachers ensure that spare PE and swimming kit is available for any circumstances where a child does not have their own in school.

- Lessons provide good quality experiences that are suitably challenging for all pupils.
- Children undertake different activities, but all are 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 take into account the individual needs of pupils.
- All children will be given the opportunity to participate in the experience of competitions.
- For any gifted and talented children, or those with a particular interest in PE, the opportunity to become a mini leader during playtimes and lunchtimes to deliver physical activities to their peers is available.
- Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing PE.

## **6. Assessment and Recording of Work**

Children are assessed half termly against the Real PE assessment wheels. All teaching staff have access to the Assessment wheels document on the school's learning platform.

Photographs from PE lessons are recorded in Whole Class Topic Books each half term.

Successes in PE are celebrated at the end of every lesson with the ball challenge which focuses on collaboration and peer support. The children are encouraged to work collectively and cohesively to earn balls.

## **7. Monitoring, Review and Responsibilities**

Monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The PE Coordinator monitors the quality of teaching and learning, progress and attainment in PE through; monitoring of whole class topic books, pupil and staff voice, lesson observations and analysis of the data which is completed on the relevant assessment grid at the end of each half term.

The PE Coordinator writes an annual action plan in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

## **8. Continuing Professional Development**

Training will be arranged as and when deemed necessary by the PE Coordinator in response to subject monitoring. In addition to training from external providers CPD may include;

signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching and delivering PE lessons through Real PE.

## **9. Health and Safety in PE**

We follow strict guidance from the afPE Safe Practice in PE Handbook to ensure that all PE lessons are delivered safely. The PE co-ordinator and Senior Leadership Team are responsible for Health & Safety/ First Aid, and have written a clear risk assessment. They ensure that all staff have seen and signed relevant documentation.

- There is a strict jewellery policy throughout school, with particular focus in PE. All children should remove jewellery prior to PE, by, if for any reason, children are unable to remove jewellery, they will wear appropriate adaptations to ensure jewellery is safe (e.g. tape earrings, wear sweat bands for bangles).
- All children change into clothes that are different to their school uniform (although children in the EYFS initially start the year by removing shoes and socks for PE).
- Just as we expect all children to change for PE, all staff are expected to wear suitable clothing to deliver PE.
- Two classes change for PE at a time, with boys and girls changing in different rooms in Key Stage 2 (there is an option for identified children to change in alternative rooms when necessary).
- There are annual maintenance checks and inspections of storage of equipment from external health and safety provider.
- We believe that, from a young age, children are able safely move and handle equipment as long as they are given the appropriate support and high-quality guidance from teaching staff.
- All staff are aware of all fire procedures, where ever they are on the school grounds.
- All staff in school are qualified first aiders, and are aware of how to report and deal with any accidents and incidents.
- When any offsite activities are planned, a risk assessment is completed with consent and relevant medical details of the children involved.
- The school has a Swimming Pool Procedures Risk Assessment, which is adapted where necessary to meet the needs of individual children.

## **10. Extra-Curricular Opportunities for PE**

We provide children with additional opportunities to participate in physical activity that is additional to their core PE curriculum entitlement. These include:

- Sports-based after school clubs
- Lunchtime clubs (including basketball)
- Boxing club for identified pupils
- Participation in competitions and sports festivals

To encourage physical activity during playtimes and lunchtimes the staff also provide a range of activities in zoned areas on the playground. There are enhanced opportunities throughout the year from external providers.



During the summer term, all children are involved in a whole school sports day, which takes place on the school playground. Children compete in a variety of activities to win points for their House team. The winning house is celebrated and medals are awarded.

We are currently working towards the Gold Active Mark Sports Award.

## **11. Review and Adoption**

This policy will be reviewed annually, and was last reviewed by the PE team September 2023

**Further Documents:** Please find a summary of our primary PE and sport premium funding on our website.