

Physical Education Policy



Warden House Primary School

Review: Term 1 2022

“Do you know what my favorite part of the game is? The opportunity to play.”

Mike Singletary.

Intent:

The school has a high level of deprivation, with approximate 32% children eligible for free school meals (in the last 6 years). As such, barriers to future achievement in sport include:

- Children’s self-esteem and confidence in sports.
- Teachers’ awareness of children that don’t have access to sports beyond the curriculum.
- Children’s awareness of leading a healthy lifestyle and the importance of exercise and a healthy balanced diet.
- Many children may not have experienced sporting activities beyond the standard sports curriculum, including the access to sporting clubs.

Physical education provides a unique learning opportunity. It develops children’s physical competence and confidence through physical activity. It promotes children’s understanding of physical development and their body in action. Physical education provides the skills for children to use their bodies efficiently and effectively and promotes the importance of active, fit and healthy lifestyles. Children learn to think creatively and work both individually and collectively to make decisions and solve problems. Physical education experienced in a safe and supportive environment, using a variety of teaching styles makes an important contribution to children’s physical and emotional wellbeing.

We aim to teach children to become physically educated by giving them opportunities to:

- 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

Implementation:

The school uses the Greenacre Scheme in PE lessons to deliver a broad and balanced PE curriculum through which they will have opportunities to develop their knowledge, skills and understanding. A range of knowledge retrieval strategies are designed and used, to help children recall what they have been taught, to monitor their progress and develop future learning. Misconceptions are challenged and cognitive load is recognised and kept to a minimum. Warden House provides opportunities for all children to participate and compete in PE, school sport and physical activity. Misconceptions are challenged and cognitive load is recognised and kept to a minimum.

In EYFS children will:

Be immersed in learning experiences within the EYFS environment. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

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.

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

In KS1 children will:

Children 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 cooperative physical activities in a range of increasingly challenging situations.

Children 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.

In KS2 children will:

Children 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.

Children should be taught to:

- use running, jumping, throwing and catching in isolation and in combination to 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.

Develop knowledge and understanding of the importance of physical education and a fit and healthy lifestyle:

- Children understand the effect of exercise on the body
- They are able to understand the importance of the warm-up and preparing appropriately for different activities
- They understand why physical activity is good for their health and well-being.

Swimming and water safety

Swimming instruction is provided in Key Stage 1 and Key Stage 2.

In particular, children 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.

Impact:

PE at Warden House Primary School is a valued part of the curriculum, children will engage in a variety of sports and disciplines which build on fitness, competition and teamwork. Children will understand the importance of physical education in respect of a healthy lifestyle. This includes knowledge and understanding of fitness and health. Children will become aware of and conform to the principles of fair play, demonstrating a good sporting behaviour.

By the end of each key stage, children will know, apply and understand the importance of physical education and the skills and processes specified in the relevant programmes of study. By using the Greenacre PE scheme children will develop a deeper understanding of PE concepts through practical based learning.

Inclusion

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross-curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Equal opportunities

Children will have equal opportunities to access, take part in and succeed in PE and sport. All Children, regardless of race, culture, gender, physical or learning disability, social origins or physical stature, are entitled to be included and achieve.

Health and Safety

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and adhered to by all staff.
- Children are expected to work in a safe manner and be aware of this at all times.
- Teachers will plan their work with safety in mind.
- The PE co-ordinator will support the teacher, headteacher and governors to undertake a risk assessment of activities and provide inset for teacher if needed.
- Guidance should be sought through 'Safe Practice in Physical Education' (BAALPHE).
- Equipment should be easily accessible, regularly checked and maintained.
- Lessons should be conducted in a safe and controlled manner.
- Children must be dressed in kit as defined in the school handbook. For indoor PE children are required to work in bare feet or thin-soled plimsolls.
- No jewellery should be worn, earrings should be removed, however, if it is a new piercing then earrings should be covered with tape.
- Long hair should be tied up.
- Football boots and other studded footwear may only be worn if all children are wearing similar footwear.

Contingency arrangements

PE is an integral part of the statutory curriculum and therefore children are expected to take part in all lessons. It remains the responsibility of the parents to ensure that children are provided with the appropriate kit.

Children should only be excused from PE if;

- There are proven medical grounds which prevent participation
- There are circumstances which require a degree of sensitivity on the part of the school
- Teachers will ensure that only the children presenting a note from parents are excused from PE. Those who have not bought kit should be provided with replacement kit.
- Teachers should endeavour to ensure Children who are excused from PE are able to take part in an appropriate way – evaluation of performance, coaching, planning a sequence etc

Weather

- In very hot, sunny weather children should stay out for no longer than 30 minutes. They should be urged to wear polo shirts with collars, caps and provide their own sun block, water should also be available.
- Outdoor lessons 'lost' due to extreme weather can be replaced by PE related activities in the classroom, there is also a morning hall session allocated for such occasions. These may include health/hygiene based work, group discussions on rules and regulations of games, designing a game etc.

Extra-curricular activities

In addition to the broad and balanced PE programme within the curriculum, the school offers children a wide range of after school and out-of-school sporting activities. These provide opportunities for:

- The social participant who wants to join purely for the enjoyment of the activity
- The elite performer who wishes to train and compete at a higher level
- The interested and enthusiastic child

Assessment, recording, reporting and feedback

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in physical education, in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding of knowledge, progression of skills, and confidence in discussing their learning.
- Records are kept for the achievement of set distances in swimming, which should be passed onto the classes' next teacher.
- Feedback from parents and guests who attend show case events.

The role of the subject leader

The subject leader is responsible for supporting colleagues in the teaching of physical education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels.
- Highlight / Celebrate successes.
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.
- Provide ongoing support to colleagues.
- Discussing resource needs with teachers.

- Identify areas of CPD need for physical education across the school.

Review

This policy will be reviewed by the Senior Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards against its action plan, with additional required action to be identified and tracked by the history subject leader. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This policy was written by Rachael Bishop & Charlotte Hockley

Reviewed by Senior Leadership Team Term 1 2021