



Penwortham Primary School

Physical Education Policy

Date of Policy: October 2023

Policy Review Date: November 2026

Physical Education Policy

Intent Statement

At Penwortham Primary School, we believe that Physical Education is an essential part of the curriculum giving our pupils the opportunity to develop many, if not all, of the Personal Best concepts and values.

Alongside physical health and skills we recognise the importance of mental health and wellbeing. Therefore, by encouraging a high level of participation in all aspects of PE we are providing our pupils with essential tools and mindset to manage and cope with difficulties in their everyday life.

By providing a rich and broad range of activities we develop the enjoyment of physical activity with the aim that all pupils will find a sport or activity that engages them and encourages a lifelong interest in physical activity or sport. Before leaving our school, we aim for every child to have been given the opportunity to compete in a sport and represent the school, to have experienced a wide range of activity and sports and to be able to swim at least 25 metres.

PE supports our 'My Personal Best' values. Whilst providing a better understanding of how to lead an active, healthy lifestyle, pupils also gain skills such as co-operation, leadership, collaboration and most vitally, resilience, which can be applied within other areas within school life and beyond their time in our school.

Aims for our policy:

- To develop a positive attitude towards Physical Education as a subject in which all children gain some success and pleasure.
- To develop an appreciation of the aesthetic qualities of movement and to develop physical and mental co-ordination, self-control and confidence.
- To learn how to co-operate with each other and work successfully in pairs, groups and teams.
- To discover the notion of fair play, honest competition and being a good sport.
- To be motivated, so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life.
- To become skilful and confident performers, and to develop a range of skills with increasing competence and confidence, in varying physical activities and contexts.
- To develop their ideas in a creative way and learn how to select and apply skills, tactics and compositional ideas to suit activities needing different approaches towards developing stamina and strength.
- To take the initiative, lead activities and focus on improving their performance, while setting targets for themselves and competing against each other, individually and in teams.
- To develop self-confidence through the understanding of one's own capabilities and limitations.
- To develop in pupils a confidence in Physical Education that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives.

Curriculum and Planning – Learning and Teaching Strategies

In Reception teachers plan from the EYFS framework 2020.

Planning in Years 1-6 is linked directly to the Programmes of Study of National Curriculum 2014.

The main aims of the National Curriculum are to develop pupils'

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.

Each child participates in twice weekly Physical Education lessons from two different disciplines each week, for example a games lesson and a dance lesson. Teachers plan 'skill based' Physical Education units following The Lancashire Scheme of learning using the 'PE Passport' App. Dance lessons we follow the DDMIX scheme.

Lesson planning then outlines each lesson in more detail including opportunities for support and differentiation.

At Penwortham Primary School we believe that confidence and ability in the fundamentals form the foundations of all learning in Physical Education. We have daily sessions such as 10 active minutes which allow for the development of pupils physical competency and stamina whilst encouraging pupils to lead healthy and active lives.

The Teaching of Physical Education

Each class teacher is responsible for the Physical Education in their class in consultation with and with guidance from the Physical Education subject lead. The approach to the teaching of Physical Education within the school is based on three key principles.

1. Two hours of Physical Education every week, plus daily 30 active minutes if no directed Physical Education time.
2. A clear focus on the fundamental skills needed in order to participate in a range of sporting activities with competence and confidence.
3. An emphasis on the progression of skills taught in all 3 areas: Games, Gymnastics and Dance.

EYFS – Pupils are taught a weekly lesson focusing on a specific Fundamental Movement concept which is then rehearsed within the continuous provision learning areas outside of the classroom area. Planning is a working document, allowing for the development of Physical needs and interests displayed by the children. Learning is based on the teaching on objectives in the Framework for Reception; this ensures that they are working towards the Early Learning Goals for Physical Development.

Year 1 – 6 Each class organises a twice weekly lesson of 60 minutes for Physical Education with an additional daily 10 'Active minutes' time.

Assessment

By the end of each academic year, it is expected that all children should be Working In Line with national expectations. Children will be assessed using the Lancashire assessment framework. At the start of Year 1 all children to be assessed using the Lancashire baseline for the fundamental movement skills. These will be then assessed again at the end of Year 2.

Records of Pupils' Work

Photographs of activities should be taken where possible. The use of videos for activities such as a Dance or Gymnastics routine for example, should be recorded and used in order for children to evaluate theirs and others' movements and skills to allow for improvements to be made. Evidence is recorded within the PE Passport App.

Vocabulary

We recognise the value and impact that having a wide and varied vocabulary across all subjects can have on a pupil. Appropriate vocabulary related to a specific discipline or skill should be utilised during Physical Education lessons.

Inclusion

We aim for all children to participate in mainstream lessons. This may be achieved through brief pre-teach and over teach time with the teacher. Activities are differentiated and extra support is in place for children with S.E.N. who have individual targets on an IEP or a 'classroom support plan' for children who need extra support but aren't SEN. Extra support and intervention is planned by the teacher and monitored by the SEND leader.

All pupils are entitled to Physical Education lessons and the Physical Education curriculum regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention.

More able children will be challenged and motivated by greater differentiation of equipment and tasks. The class teacher will also aim to identify those children who may be high achievers in Physical Education and provide them with appropriate learning opportunities or signpost them to outside agencies where they can further develop their skills.

Classroom Environment

Physical Education lessons should be taught outside using the MUGA (Multi Use Games Area) as much as possible, weather permitting but where not appropriate the school hall is to be used.

Prior to the lesson, teachers should check the area for the lesson to ensure it is safe and there are no obstructions which could cause injury. All apparatus is to be kept tidy if not in use, in a manner that can be easily accessed. All large equipment such as wall climbing equipment goes through a thorough safety check every year. Any equipment that is deemed no longer suitable or becomes damaged should be removed and reported to the Physical Education lead.

In addition to this, each class also has a small set of apparatus which can be used during playtimes outside.

Clothing for PE Activities

For any physical activity, children wear their P.E kit to school for the day. This is outlined as a blue T-shirt (with school emblem) and black shorts. There is an option to wear a school P.E. hoodie also. Pupils are encouraged to wear black pumps or more preferably trainers. They should wear appropriate clothing, according to the season, and trainers or other suitable footwear for outside activities. For safety reasons, children are not permitted to wear ear-rings or watches during P.E lessons. If a child needs to wear a piece of jewellery for medical or religious reasons, it should be covered up during physical activity. Children with long hair should make provision to tie it back during P.E lessons. If a child does not have the correct kit, parents need to be informed and asked to provide the appropriate kit for the next PE lesson. All items of PE clothing should be identified with the child's name.

Children who go swimming need a towel, swimming trunks or costume, cap and brush or comb, carried in a named waterproof bag.

Following the Staff Code of Conduct, staff should wear appropriate clothing when teaching P.E. This includes the school staff P.E. T-shirt (with school emblem), staff blue hoodie and suitable plain sports trousers such as joggers or leggings.

Extra-curricular Activities

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport. At both Key Stage 1 and Key Stage 2 clubs are open to girls and boys and the extra-curricular activities currently offered include netball, football, tag rugby and athletics.

Medical needs

All class medication, such as inhalers, to be taken by the class teacher to the lesson.

Health and Safety

The teacher should have the safety of the children at the forefront of his/her mind. There is a risk element to PE of which the LEA is aware. Penwortham Primary follows the guidelines provided by the LEA. See Safe Practice document, 2020.

Children must be aware of the safety issues. The teacher must ensure that; the challenge must be appropriate and the risk must be acceptable.

Governors

We have identified a Physical Education governor. The Physical Education governor meets with Physical Education lead teacher termly and when possible visits the school to talk to teachers and pupils, carry out learning walks and observe special sporting events and fixtures.

The Physical Education governor reports back to the curriculum committee and full governing body on a regular basis.