



# Physical Education Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



## Physical Education Policy

### Heygarth Primary School 2022-2023

'Learning and Achieving Together for Life.'

#### OUR VISION

At Heygarth we want children to leave with a lifelong love of sport and physical activities. We hope their love of sport will impact on and improve their physical health, but also on their mental health and well-being.

We want all children to understand the skills, techniques and processes involved in what they experience each day. We want them to use these skills to develop their competence to excel in a broad range of physical activities, to be physically active for sustained periods of time, to engage in competitive sports and activities and to lead healthy, active lives.

We envision that every child will develop their knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics, cycling, Outdoor Adventure Activities (OAA) and Equality, Diversity and Inclusion (EDI). We use physical education to promote an understanding in children of their bodies in action. This involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We enable children to make informed choices about physical activity throughout their lives. At Heygarth we draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. We give the children the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of equipment.

#### AIMS

The aims of PE are:

- To understand the skills, techniques and processes involved in what they experience each day.
- To use these skills to develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lives.

## **The Content of our Curriculum**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

### **Early Years Foundation Stage (EYFS)**

We encourage the physical development of our children in nursery (F1) and reception (F2) as an integral part of their work. As they are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop good control and co-ordination in large and small movements, to negotiate space and obstacles safely, with consideration for themselves and others, to demonstrate strength, balance and coordination when playing and to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. We also encourage the children to hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases, to use small tools, including scissors, paint brushes and cutlery and to begin to show accuracy and care when drawing. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Children are also taught the importance for good health of physical exercise and talk about ways to keep healthy and safe. They are encouraged to become confident to try new activities and show independence, resilience and perseverance. Children develop and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Children also build on working and playing cooperatively and take turns with others.

### **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**

We provide swimming instruction in 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.

## **Extra-curricular activities**

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents with enough notice. The school also competes against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **Planning and Delivery**

PE is a foundation subject in the National Curriculum. As required, we teach dance, games, gymnastics and athletic activities at Key Stage 1. In Key Stage 2 we teach dance, games, gymnastics, athletic activities and individual and team activities focussing on problem solving, team work, communication and designing and using maps. Children in Key Stage 1 and Key Stage 2 also undertake Outdoor Adventure Activities, with Year 6 being covered through residential adventure activities. Children are also taught about Health and Fitness, focussing on such areas as hydration, muscular strength and endurance, cardiovascular, food groups and making healthy choices. Year 6 children are also taught about Equality, Diversity and Inclusion (EDI), which covers themes such as inclusion, diversity, racism, gender stereotyping and celebration. Children in Key Stage 2 also undertake swimming and water safety.

The PE co-ordinator has designed a long term rolling programme which is constantly reviewed to ensure that the children receive their full entitlement through a structured, broad, balanced and progressive curriculum.

Class teachers have access to PE lesson plans from Edmentum's Online Scheme of Work. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan and adapt the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **Technology**

We use ICT to support PE teaching when appropriate. In dance and gymnastics children could make video recordings of their performance, and use them to develop their movements and actions. Older children could compare each other's performance from recordings and use these to improve the quality of their work. We show clips of sports men and women before lessons to engage children and show a real life context.

### **Assessment**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They assess the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

### **Monitoring**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The PE subject leader has allocated management time in order to undertake PE journal looks and lesson observations of PE teaching across the school in line with the school Monitoring & Evaluation Policy. This includes both staff and outside agencies.

### **Inclusion**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Equal Opportunities**

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events. Number of shuttle runs in a set time.
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump.
- Grouping children by ability and setting different tasks for each group, e.g. different games.
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

### **Watches and Jewellery**

As health and safety is very important when taking part in physical activities; watches should be removed before PE or any physical activity. Jewellery is not permitted in school and it is pupils' responsibility to remember not to wear any.

## **Earrings**

All earrings must be removed for PE. If not able to be removed due to ears having been pierced in the previous six weeks, must be covered by plasters or tape brought from home. Younger children should have their ears covered prior to coming into school on their PE day by an adult. Pupils should be able to remove and insert their own earrings as teachers will not be responsible for this. Children who do wear earrings and are unable to remove them or have brought in no plasters or tape to cover will not be able to take part in PE.

## **Hair**

Children with long hair need to have it tied back with a bobble or scrunchie on PE days.

## **PE Kits**

All children from Foundation 2 onwards should have an indoor PE kit and children from Year 1 upwards should have an outdoor PE kit with them in school every day.

Our PE kit includes;

- White t-shirt (for indoor or outdoor PE)
- Black shorts (for indoor or outdoor PE)
- Plain, dark coloured jogging bottoms or tracksuit (for indoor or outdoor PE)
- Heygarth school PE hoodie or school jumper (for indoor or outdoor PE)
- Slip on plain, black plimsolls or trainers (for indoor or outdoor PE)

## **Swimming Kits**

All children must have either swimming trunks or wear a one-piece swim suit which fully covers the stomach area. The pool instructors will prevent children from swimming if they do not have the correct swimwear.

## **Role of the Subject Leader**

The role of the subject leader 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. They are also responsible for overseeing and updating the PE Sport Budget throughout the year, organising extra-curricular clubs/activities, organising intra and inter competitions for all pupils, checking and ordering PE resources as and when required and liaising with outside agencies and local schools.

The PE subject leader should be aware of and evaluate the strengths and weaknesses in the subject and indicate areas for further improvement through appropriate CPD for all staff. Staff are continuously given opportunities to improve their skills. They have the opportunity to observe and learn from outside PE specialists. The PE leader has a secure knowledge of, and is able to apply and model a range of, teaching methods suitable for teaching across all phases in school.

The PE leader has developed a whole school vision for PE and ensures that PE is valued as a subject that builds skills across the curriculum.

### **Role of Governors**

The role of the link governor for PE is based on trust, openness and transparency. They know the school well. They will support the monitoring of PE, ask questions for clarification or explanation and challenge.

### **Conclusion**

It is the responsibility of all staff at Heygarth Primary School to share the love of learning in PE and to model the curiosity in their everyday lives.

Physical Education Policy written by: Steven Redshaw

Date: August 2022

Updated: September 2022

Review Date: September 2023