

# HOLDEN LANE PRIMARY SCHOOL



## Physical Education Policy

**September 2021**

Review Date: September 2022

## **Intent**

Holden Lane Primary School believes that PE, physical activity & school sport (PESSPA) is a vital part of school life and ultimately our children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the school's geographical area.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The aims of national curriculum PE 2014 are:

- *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.*

We believe this links directly with our school's vision & values of Holden Lane and is another way in which we can positively engage with our local community and be active citizens within it.

Physical education develops the children's 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 and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

### **Our aims of PE are to:**

- Enable children to develop and explore physical skills with increasing control and co-ordination;
- Encourage children to work and play with others in a range of group situations;
- Develop the way in which children perform skills and apply rules and conventions for different activities;
- Increase children's ability to use what they have learnt to improve the quality and control of their performance;

- Teach children to recognise and describe how their bodies feel during exercise;
- Develop the children's enjoyment of physical activity through creativity and imagination;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- Develop communication and speaking and listening skills.
- Provide children with a skillset which can be used and developed throughout their lives.

Our Philosophy for Physical Education is that the subject is an essential aspect of all children's physical, social and emotional development. The subject provides children with the opportunity to access a wide range of activities that help to support and develop key motor skills, body awareness and physical development. Furthermore, the subject offers children valuable opportunities to develop socially and emotionally as individuals through innovative and creative activities outside of the classroom, as well as the chance to plan, assess and perform activities and identify their strengths in performance.

### **Implementation**

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy. The subject leader will work alongside all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils through CPD, S.T.E.P and also looking at how to challenge all learners irrespective of their individual starting points. Pupils will be provided with 'Personal Challenges' which will reflect their health or sporting ambitions and allow them to strive to reach these goals not only in PE lessons but also in their daily lives. Staff will have high expectations and use these to ensure pupils make good progress, recording this on our assessment forms to help inform planning and teaching.

Each year group, across all key stages, will receive a minimum of 2 hours of PE each week with additional sporting clubs run after school, some lunch times and within school holidays. Sports coaches, together with the PE coordinator, help to coordinate the Playground Leaders and Sports Leaders - pupils who provide additional sporting opportunities on the playgrounds each day. Sports coaches are also primarily responsible for the running their after-school sporting club provision that take place.

Professional sports coaches and specialist staff are used where available to compliment the teaching and to provide subject knowledge development for the teachers as part of our CPD plan. This ensures the provision is of the highest quality.

### **Personal Challenge**

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 based on the S.T.E.P framework. The S.T.E.P Framework is a way of ensuring progress and achievement for all during PE based activities.

### **What is S.T.E.P?**

**Space - Where the activity is happening**

**E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.**

**Task - What is happening?**

**E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.**

**Equipment - What is being used?**

**E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.**

**People - Who is involved?**

**E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.**

Through our PE and sport, children will be aware of their own personal strengths and capabilities as well as those of others. Accompanying this, children will also be able to assess and identifying ways to improve, develop and hone their skills further. Therefore, we encourage the children to take ownership of their physical development. This is why through the use of judgements and assessments we can guide children's next steps in the form of 'Personal Challenges'. These are a non-threatening way to enable children to achieve their own next step in their PE journey. The children also take ownership of these, as they aim to develop their skills and if they can successfully demonstrate and achieve their challenge, it will be used to inform teacher assessments and their next personal challenge.

Personal challenges are based on a range of strategies such as skills based tasks e.g. to perform an overarm throw, sport based knowledge and development e.g. the rules of netball or a healthy and fitness challenge such as to complete over 30 star jumps in 30 seconds.

### **Early Years Foundation Stage**

We encourage the physical development of our children right at the start of their school journey, in the Nursery and Reception. 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 confidence and control of the way they move, and the way they handle tools and equipment. 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. All children access PE lessons weekly and begin to develop gross and fine motor skills through a range of activities. During PE sessions, children focus on developing their fundamental 'ABC' skills (agility, balance and co-ordination) along with

moving of objects and learning how to work as part of a team. Assessment is at the forefront of sessions where children's abilities can be identified and additional support is then provided in smaller groups.

### **Key Stage 1**

To further develop the skills children have acquired in EYFS, there is a heavy focus on mastering fundamental movement skills, including ball skills, in a competitive situation. During these games, children are able to identify the roles of defenders and attackers as well as developing understanding of how to be successful in both roles. In addition to learning these skills, children also gain the ability to work as part of a team and create tactics. Throughout the winter months, focus for children then turns to healthy lifestyles and gymnastics. The healthy lifestyles unit shows children ways in which to remain active whilst also embedding some skills from our assessment criteria. Gymnastics provides all children in KS1 with a chance to showcase their co-ordination, balance, strength and agility in a slightly different context than they have before. Children learn how to balance with a partner, to roll safely and effectively and then are able to put the two together to create a sequence. At the end of the gymnastic sequence, children apply their skills whilst using apparatus which further develops their strength and balance in a range of actions. During the summer months, children focus on developing the base for athletics skills in fun and competitive situations as well as having a multi-sports facet to the curriculum to introduce key skills that are sport specific such as football drills and striking and fielding drills in preparation for KS2.

### **Key Stage 2**

Throughout Key Stage 2, children access a wide variety of different sporting disciplines with the main aim for each sport being able to partake in a competitive situation. Invasion, net and wall, striking and target games form a large part of children's PE experience in Key Stage 2 as children use the skills they have developed in the lower school, and then begin to use them in more match related practices. All elements of games are covered in a block of sessions with the ultimate aim being the children competing in a Level 1 intra-school competition. Upper Key Stage 2 children focus on tactical and match understanding to enable them to be successful whether that is offensively or defensively. Throughout the summer months, striking games are focused upon and children develop their fielding skills along with their striking ability. All practices are directly linked to a match situation in some capacity. A really strong element to our PE curriculum is our athletics scheme which encourages all children to constantly strive for personal bests and develop a growth mind set. All children have their own assessment booklet in which there are 12 events that children record their times/distances in. As a result of this, every time the children complete an event their aim is to create a new personal best. Gymnastics is a focus at some point in

every academic year as children concentrate on heightening their skills in balancing, rolling, sequencing and apparatus use. Children work in groups to develop ideas and also analyse each other's performances. Alongside this, children also have the opportunity to work collaboratively whilst performing for an audience of their peers.

### **Swimming**

Year 4, 5 & 6 children are provided with the opportunity to swim. These sessions are delivered throughout the year by qualified instructors. The onus is on providing children with experience of the water, using this as a valuable platform to develop their ability and techniques as they move through the school.

As part of the learning, children are able to develop an understanding of the benefits of swimming for their fitness and life safety skills. Early experiences of the water will involve the appropriate equipment to support children's development (floats, armbands etc.) as they gain the skills to be able to float and produce effective strokes.

By the end of Key Stage Two, pupils are expected to be able to swim competently, confidently and proficiently over a distance which is at least 25 metres, using a variety of different strokes to do so. To add to this, children will be taught to use their understanding of life safety to perform safe self-rescue in a series of different situations.

### **Assessment for Learning**

Continual assessment is carried out throughout each session by the class teacher or sports coach and is an integral part of every lesson. The assessment focuses on pupil skill and development, alongside the ability and understanding to apply different skills. It is also used to gauge attitude, achievement and impact on fitness and confidence. Questions and activities within each session provide the teacher with the opportunities to identify pupil's responses, areas for development and support, and strengths which can be promoted and extended further to support each pupil's growth.

The new assessment system provides the teacher and subject coordinator with greater detail of each child's capabilities, with the skills covered and assessed more explicit to focus on six strands: games, athletics, gymnastics, dance, outdoor and adventurous activities and swimming. A collation of assessment data will be produced at the end of each half term to support future planning of lessons. Awards and rewards are given across different sports to record and promote attainment.

### **Subject Leader and Monitoring of Impact**

The role of the PE coordinator is to take a lead in developing the subject across the school through developing, establishing and updating the policy. It also entails producing, implementing and supporting schemes of work to ensure progression and ensuring practice is to a consistently high standard across the school through monitoring and evaluating planning, teaching and learning on a regular basis. The PE coordinator also oversees the effective use of assessment and recording across the subject and identifies and provides

training for new initiatives and development areas which are beneficial to improving teaching standards.

In addition to this, they are responsible for the regular monitoring and assessing of equipment in order to identify and purchase new equipment to support and enhance the provision. The role also consists of forging links with the wider school community and other schools to provide children with the opportunities to experience and participate in a wide variety of activities and interest.

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, work scrutiny, monitoring of assessments or pupil interviews.

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

We allocate special time for the vital task of visiting classes to observe teaching in the subject and to discuss PE with children and staff.

### **Sports Ambassadors**

As part of the Schools aim to provide children with as many opportunities as possible to participate in and embrace a wider range of sporting activities, the school has a number of Sports Ambassadors. These are children in Year 6 who have the skills and understanding across different sports to supply a variety of lunchtime activities to younger children throughout the school. As part of the interview process, children have to:

- Write an effective letter of application using their Literacy skills explaining why they would be suitable for the role.
- Take part in a short interview.
- Work in a small group to select equipment to plan an activity suitable for developing the skills of younger children.
- Set up, carry out and film their activity, analysing ways to improve it and cater for more and less able pupils.

In their role, Sports Ambassadors are tasked with:

- Having meetings to organise grouping and planned activities.
- Work together to plan sessions for children in each Key Stage.
- Deliver effective tasks using different equipment, skills and sports to build and develop fundamental skills in younger children.
- Provide a voice for children throughout the school, gauging their ideas and opinions for clubs and future developments.
- Helping to set up, organise and facilitate clubs and competitions, including those involving other schools.

### **On-going training and CPD**

Informing and updating our current teaching practice is something that is embedded at Holden Lane. Staff Meetings and PDMs are regularly offered as a chance to enhance and update our practice. Therefore, throughout the year additional PE and Sport training methods will be offered through the PDM means.

As well as the CPD offered via PDMs, Professional sports coaches and specialist staff are used where available to compliment the teaching and to provide subject knowledge development for the teachers as part of our CPD plan. This ensures the provision is of the highest quality. It is a commitment of staff that these sessions are used as a way to develop PE knowledge and teaching methods. Therefore, teacher observation, interaction and participation with the sport coaches are paramount to gaining the most vital update knowledge in PE and Sports teaching.

Staff questionnaires are also given to allow staff to share their knowledge, voice and opinions of the PE provision provided at Holden Lane Primary School. These are given yearly and returned to the PE Co-ordinator who will look at the feedback given as a way of continually monitoring and ensuring the highest quality PE teaching and learning can be given for the pupils in our school.

Staff CPD needs will be identified and allocated following from monitoring and staffing questionnaires.

### **Pupil Voice**

Each academic year there are pupil surveys in which the children can reflect on the PE curriculum and the things that they enjoy and development points for the subject. This is used to give the children some ownership on helping to map out elements of the curriculum.

### **Resources**

There are a wide range of resources to support the teaching of PE across the school. They are stored safely in easily accessible containers. Children help to set up and put away this equipment as part of their work. If any resources are missing or found to be damaged, the P.E. co-ordinator should be informed as soon as possible so that such items can be repaired or replaced.

### **PE. & Sport Premium**

Within our setting we make use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years.

It provides existing staff with training and resources to help them teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport.

The funding also supports and involves least active children by running and extending sports clubs. It allows us to have membership in the School Sport Partnership, joining with a pyramid of schools in the area. It is a collection of local schools who work together to increase the quality and quantity of P.E. and sports opportunities for children. The premium also funds a Schools Games Coordinator who works as a primary link to PE Coordinator and teachers within the pyramid.

### **Equality & Inclusion**

The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support children who have English as an Additional Language. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend and provide a greater challenge for more able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area will be kept and updated each year.

## **PE. Kit**

Pupils are provided with a PE Kit from the school, therefore children should change into a kit of a purple school logoed t-shirt and black shorts. Pupils are to provide their own black PE pumps or trainers for games and outdoor sessions. During the colder months, children can wear a tracksuit and suitable footwear for outside activities.

Staff should set a good example to children and ensure that they are wearing appropriate PE clothing and footwear at all times during PE sessions.

Please note - pumps or trainers should be removed by all staff and pupils in the event of gymnastic and dance sessions being taught in the hall.

Children who are persistently without the correct kit should be reminded of the importance of P.E. and if necessary, a letter should be sent home, asking their parents for cooperation.

Glasses should be discouraged unless on medical advice.

Long hair must be tied back at all times.

Children should only be absent from P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school.

## **Children not taking part**

Children not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in. They could also take a role in referee or point scorers as to be included in sessions.

## **Health and Safety**

Staff should set a good example by wearing clothing appropriate to the activity they are teaching.

Staff should be aware of any medical conditions of individual children that they will be teaching (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible in the lesson. Children who need inhalers should have them available to hand in the lesson.

Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely.

Staff should check the resources and equipment that they are going to use in a lesson to ensure that they are safe or have been assembled safely and are ready for use.

No equipment or apparatus should be used where a staff member has a concern about its safety, the class teacher has the final decision on equipment safety.

If a class teacher feels that the environment for the lesson provides a Health and Safety risk, the PE lesson should not take place. The children should return to class. This potential risk should be reported to the Head teacher or member of the Senior Leadership team immediately.

For swimming lessons, the school staff and the local authority staff should check the pool environment before each session before entering the pool.

### **Jewellery**

All jewellery should be removed prior to P.E. lessons. This has to be removed by the child independently. Our staff members are not allowed to do this on their behalf. If children can't remove the jewellery then they are unable to take part in sessions.

Body piercings with jewellery items can pose a problem during P.E. sessions. If the jewellery items are caught by accident, they may cause significant damage to your child and others around them.

Parents are asked to remove their child's jewellery items prior to coming to school on P.E. days in order for them to take part in the lesson as communicated via weekly newsletters.

If any items of jewellery cannot be removed by the child, we must insist that they are not allowed to take part in P.E. lessons until such time as this can be dealt with.

### **Extra-curricular activities**

As a healthy school we promote a wide range of activities for pupils of all ages. The school provides a range of PE-related activities including football, multi-sports, gymnastics, netball and dance 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 at the beginning of each term. The school will also have plenty of opportunities over the academic year to compete against other local schools and participates in area knockout competitions. 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.

### **Contribution of PE to teaching in other curriculum areas**

English: PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. It

also develops speaking and listening as children listen to and follow instructions and give feedback to peers.

Computing: We use ICT to support PE teaching when appropriate. E.g. in dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions.

PSHE and citizenship: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance.

Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. The Karate sessions which are taught across both Key Stage 1 and 2 focus on the schools key values including "respect" and "perseverance".