

Penketh South Primary School

Physical Education Policy



DO YOUR BEST...
...BE YOUR BEST

Philosophy

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (DfE, 2014)

Physical Education (PE) contributes to the overall education of all children by promoting active and healthy lifestyles, physical skills, physical development and social development. It is an integral part of the curriculum and school practices, allowing all children to gain a sense of achievement, opportunity for healthy competition in a range of activities and sports and develop positive attitudes towards themselves and others.

At Penketh South Primary School, in PE, we aim to enable every child to reach their full potential through engaging in purposeful and high-quality physical activities. The children engage in a programme of PE that develops confidence and team spirit, encourages fitness, improves social, physical and leadership skills, strength and stamina, teaches the rules of games and how to take part in fair and healthy competition. The PE programme at our school aims to encompass all aspects of the National Curriculum PE framework. In addition to high quality PE lessons we also strive to ensure all our children meet the government recommendation of 60 minutes of exercise in school and at home per day too. Children are taught the key fundamental movement skills, primarily through the REAL PE scheme. These skills are progressive throughout the phases and are applied to a variety of activities including games, dance, athletics, outdoor adventure activities and gymnastics. We also follow the Creative Steps Dance scheme to support the planning and delivery of dance. In addition to this, all Year 3 and 4 children access coaching from Warrington Wolves yearly. In the autumn term and summer terms Year 5 and Year 4 children access swimming lessons at the local swimming pool. They have to be able to swim 25m, perform a variety of strokes and be confident in basic safety skills by the time they finish primary school.

Competition is built into the curriculum in a progressive manner, allowing children to take part in healthy competition against themselves using personal best right through to competing against other individuals and teams. During all PE lessons, teachers will provide opportunities for children to

self-assess their own physical and social skills and will allow time to reflect on others' performances. As well as developing physical skills, at Penketh South Primary School, we are extremely passionate about developing our children's leadership skills. Play leaders are also chosen every year, from Year 5. These children take part in Play Leader training and are involved in planning, organising and delivering activities to keep children active during break and lunch times. As a school, we encourage children to spend 60 minutes per day taking part in some kind of physical activity. To encourage this, school provides PE lessons, active cross-curricular lessons, travel to and from school (launched through walk to school week) and active playgrounds (Play Leaders and exercise equipment in the playground). Health and Well-being time is factored into the whole-school's weekly timetable and this time is to complete physical and mindfulness activities. Extra-curricular activities outside of school hours are staffed by independently insured coaches school staff. This provision is reviewed termly and aims to promote a wide range of sports, dependent on sporting seasons, competitions and tournaments, pupil interests and target children. We aim to provide a variety of opportunities for all children to participate in extra-curricular external activities. Some of these are netball, football, basketball, gymnastics, boxing and multi-sports. Most of these clubs are available to Key Stage 1 and Key Stage 2. Providing these diverse activities allows us to target less active children and encourage more active lifestyles for everyone. Children are given numerous opportunities to take part in competitions, tournaments and festivals throughout the year.

PE and the National Curriculum PE is a foundation subject within the National Curriculum. The National Curriculum sets out our programmes of study stating what children should learn and experience during Key Stage One and Two. In Nursery and Reception, the children will also participate in PE lessons following the requirements stated in the Early Years Foundation stage framework. 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. 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
- Planning and Assessment Planning Teachers follow the PE Long Term plan over a 2-year cycle and use the carefully planned resources and schemes of work e.g. REAL PE, Creative Steps, Teach Active and bespoke planning created through the collaboration of teachers and Progressive Sport, to support the planning of PE lessons.

High-quality lessons should include:

- Differentiated learning outcomes for pupils to self-evaluate;
- The teaching of fundamental skills and techniques;
- Modelling of correct technique through teacher/pupil demonstration and media;
- Use of specific technical vocabulary linked with the milestones;
- Regular reviews of progress together with appropriate challenge and support to enable every child to make progress in the lesson;
- Opportunities for a range of different competitive activities e.g. try to improve your own personal best, compete against others at different times, compete against others at the same time;
- Planned assessment for learning throughout the lesson (self/peer/teacher) using specific criteria.
- Teaching the impact PE has on their bodies and the need to be physically active for life.
- Opportunities for praise for performance and also as a coach or mentor to others.

Assessment summative and formative assessment is used in PE. Progress and achievements are also closely monitored across the phases through monitoring of PE by the PE Coordinator to ensure consistency and high expectations. The findings from monitoring are shared with staff and more general feedback is provided whole-school to document achievements and progress within PE. Pupil voice is also used as an assessment tool, to find out children's knowledge and understanding in PE.

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race or ability.

PE Kit at Penketh South Primary School:

- Suitable footwear (trainers which provide adequate support for the feet and ankles)
- Suitable clothing

- Red T-shirt with school logo
- Black Shorts/Tracksuit pants

Personal effects are not to be worn during PE lessons i.e. watches, rings, earrings, bracelets, necklaces etc. Teachers must not remove or replace earrings and pupils are responsible for their own personal effects. It is advised that children do not come into school wearing any kind of jewellery on their PE days. Long hair must be secured for PE lessons.

Health and Safety We use the same management techniques in the teaching of PE as we do for all other subjects; following the Health and Safety Policy. In addition, we refer all staff pay special attention to safety issues and use of resources during PE lessons. The following safety guidelines must be adhered to. Children are not allowed to enter the PE Store Cupboard; - Equipment should be checked before children use it, and any problem or fault should be reported to the PE Coordinator. Children should be taught how to lift and carry apparatus correctly; ensure that a sufficient number of children carry each piece of equipment; apparatus should be placed with sufficient space and landing areas. Risk assessments will be carried out by the staff at the start of all PE lessons.

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