

St John with St Augustine C of E Primary School
Physical Education (PE) Policy



At St John with St Augustine Church of England Primary School we encourage and enjoy achieving together in a stimulating and safe environment. We celebrate each other's individuality and share God's love for the world.

"With Gods help, together, we aspire, achieve and believe."

Vision

Our vision for P.E. fits into the vision for school as we aim to aspire to have high expectations for ourselves, achieve these goals and have belief in ourselves.

Our intent is to nurture and develop the whole child and instil these values. Developing the head, heart and hands of each of our children will allow them to succeed in PE and apply these skills in everyday life. The mission statement sets out our rationale for life and work in school with reference to the following:

- The high quality of education and opportunities we offer our pupils
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values
- The high expectations we have of all in whatever task we undertake.

We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent. We hope that, through all the sporting opportunities and physical activity we offer, the children will develop a love and passion for sport, understanding of physical wellbeing and continue this into their later lives.

Purpose of study

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.

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

Intent

At St John with St Augustine Primary School, our Intent is to provide high quality Physical Education which builds progressively on prior skills, knowledge and understanding.

EYFS—The Intent in the Foundation Stage is to focus on developing fine and gross motor skills. We focus on 5 Fundamental Movement Skills (FMS), providing the children with a range of opportunities to do this with different activities.

Key Stage One—The Intent in Year One is to carry out a BASELINE assessment of the 10 Fundamental Movement Skills. From this assessment, the teacher can specifically tailor their PE Curriculum to suit the children's needs, making learning more effective and meaningful. Instant intervention can be given to those who are less proficient to ensure that they meet end of year expectations.

As children continue through Key Stage One, teachers focus on developing the areas of weakness within the 10 FMS and also teach the children how to apply these skills in a contextual way. They should develop their knowledge in using simple tactics in game type activities and creating sequences of movement through dance and gymnastic type activities.

By the end of Key Stage One, children are tested on the 10 FMS again. This will show the impact on their performance including which skills they have mastered. This information is then passed on to the Year Three teacher who can build on these skills.

Lower Key Stage Two—The Intent at Years Three and Four in Games is to develop children's attacking skills through a range of different activities and sports. This is done through small modified games and tasks, where the sides are intentionally uneven e.g. 3 vs 1, 4 vs 2. They will also develop their knowledge of attacking tactics which they will demonstrate across a range of games.

Lower Key Stage Two—The Intent at Years Five and Six is to continue to develop children's attacking skills when working in small teams and develop their understanding of defending strategies. These will be delivered through modified, small games again, where sides are uneven e.g. 5 vs 3, 5 vs 4, 4 vs 4 and finally equal side (5 vs 5).

Implementation

National Curriculum Progression of Learning in Physical Education

EYFS—Early Learning Goals

Expected

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding

Children can hop confidently and skip in time to music. Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage One

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

Key Stage Two

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.

End of EYFS Expectations

Expected

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding

Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.



End of Key Stage One and Two Expectations in Physical Education

HEAD (thinking) - HANDS (doing) - HEART (behavioural change) Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world.

Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation.

THE THINKING PHYSICAL CHANGES

PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle

THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive

End of Key Stage One Expectations

THE THINKING PHYSICAL BEING:

- Able to make simple decisions and be aware of what they need to do to improve
- Be creative when using and developing skills and tactics in simple sequences and activities

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations
- Keen to participate in activities and clubs both in school and in the wider community

THE DOING PHYSICAL BEING:

- Develop fundamental movement skills
- Become increasingly competent & confident & access a broad range of opportunities
- Extend agility, balance & coordination, individually & with others
- Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations



End of Key Stage Two Expectations

THE THINKING PHYSICAL BEING:

- Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Should develop an understanding of how to improve in different physical activities and sports
- Learn how to evaluate and recognise their own success

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Should enjoy communicating, collaborating and competing with each other
- Keen to continue participating in activities and clubs both in school and in the wider community

THE DOING PHYSICAL BEING:

- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance



Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. We do this at

In particular, pupils should be taught to competently carry out the following:

- 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

More Able and SEN

Provision for those above and below the Expected Standard

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for our pupils, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level. Use of the Lancashire scheme of work supports this using the STEP principle with all activities.

We recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils:

- Set suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils as previously stated, PE intervention supports children with additional physical needs, e.g - core strength, balance or movement concerns

The P.E Subject leader advises teachers on how to plan intensive support in a small group context. PE intervention is available for children from the Early Years Foundation stage to Year 6. Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and iPads are also used to assist pupils in teaching and learning.

Higher ability pupils should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie. The SENCo and PE Subject Leader jointly advise teachers on the support which can be provided for individual children with particular

educational needs, including more able pupils. We challenge our more able pupils through a variety of different ways:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas (STEP Principle)
- Open ended tasks allowing more advanced skills / tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials etc.

Assessment and Recording

September 2020 will see the introduction of the new Lancashire PE APP being used for planning and assessment. This will be rolled out in phases with the planning being used in Autumn One, followed by assessment introduced from Autumn 2. From Autumn 2, all planning and assessment will be done on the APP.

Teachers assess children throughout their journey. As we have adopted the Lancashire Scheme of work as a quality progressive form of teaching Physical Education, we use the '5 Fundamental Movement Skills for under 5's' as a benchmark for assessment at EYFS. However, as an overall form of assessment in EYFS, Early Learning Goals are used as part of the holistic approach within EYFS assessment (see EYFS implementation above for more detail).

At KS1 the children are assessed against the 10 Fundamental Movement Skills set out by the Lancashire Scheme of Work.

N.B. If children do not achieve these 10 Fundamental Movement Skills this will need to be addressed in Year 3 through intervention.

At KS2 the children are assessed through Core Task Units which are at the end of each progression of work. These core tasks test the skills which have been learned through the progression. Children are then given Expected Standard (EXS) or Working towards the Expected Standard (WTS) in the specific skills.

The PE subject leader monitors standards of the children's skills and quality. All evidence is stored on the APP and is fully accessible. The subject leader has a book that all of this information is recorded in. The PE subject leader supports teachers and gives the Head teacher an annual action plan in which he/she evaluates improvement plans and indicates areas for further improvements.

Cross-Curricular PE

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

Maths:

- Counting and using the four rules when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.

English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.

Science

- The effects of exercise on the body.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance.

Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map

Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion. Computing
- Children use capturing and recording equipment (cameras and videos) for valuation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique

Health and safety in P.E

All staff has due regard for the current Association for Physical Education (AfPE) PE guidance 2018 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, ensuring children are not running on an over turned bench etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back
- Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.
- Pupils wear suitable footwear when travelling to and from the hall.

Healthy Eating

We recognise that physical activity is just one element of healthy lifestyles and actively promote healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through DT (food) sessions with all age groups.

30 minutes of physical activity

The government has stated that primary schools should provide at least 30 minutes of physical activity every day for pupils under a new strategy to tackle child obesity. The Department of Health published its "Childhood obesity: a plan for action" The strategy states primaries should deliver 30 minutes of "moderate to vigorous" activity for pupils every day through active break times, extracurricular physical education (PE) clubs and active lessons - with parents responsible for providing another daily 30 minutes. We provide the children with an extra 30 minutes of physical activity through wake and shakes, brain breaks, active play times and lunch times, physical before/after school clubs as well as outdoor learning.