



# **Redesdale Primary School**

# **Physical Education Policy**

Policy reviewed	November 2021
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## **PHYSICAL EDUCATION POLICY**

### **INTENT**

#### **Introduction**

Redesdale Primary School is a happy, vibrant school where a love of learning is encouraged and celebrated. We are passionate about providing our pupils with enriching real-life experiences in all aspects of school life. We nurture and inspire children to develop lifelong communication skills in a safe and comforting environment. We believe that children will flourish if given the skills to encourage emotional intelligence that can be utilised in all areas of life. Our Physical Education (PE) Curriculum has been carefully developed with this in mind.

The purpose of this document is to provide staff, parents and governors a clear summary of the role of PE within the broad and balanced curriculum offered at Redesdale Primary School.

Our Curriculum Drivers are strongly supported through and embedded in our whole-school approach to the curriculum. In our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem, emotional intelligence and confidence.

As part of providing a broad and balanced PE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in our children and promote the fundamental British values in their lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

#### **The School's Aims for Physical Education are:**

- To deliver an entitlement to all pupils through a planned and progressive curriculum for PE.
- To provide opportunities for all pupils to take part in a range of competitive, creative and challenge type activities.
- To develop pupils' self confidence in a range of physical environments.
- To develop physical skilfulness, physical development and a knowledge of the body in action.
- To promote positive attitudes towards active and healthy lifestyles by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities.
  - by raising awareness of issues regarding health-related fitness.
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition.
- To provide opportunities for pupils to think about what they are doing and make appropriate decisions for themselves.

- To provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.
- To provide an environment for pupils which promotes the importance of being active and how this helps us look after our well-being emotionally and physically.
- To provide an out of hours programme which extends and enriches the curriculum, and which encourages pathways in the community to a lifelong participation in physical activity.
- To provide all pupils with the recommended two hours high quality PE per week.

## **IMPLEMENTATION**

### **The Organisation of the PE Curriculum**

- A broad and balanced curriculum is offered to provide opportunities for all pupils to develop their physical skills and understanding in a range of creative, competitive and challenge type activities. The curriculum map is progressive to ensure skills are developed, mastered and applied in a range of contexts.
- Our PE scheme of work GetSet4PE, has been adopted from November 2021 and an updated Curriculum Overview has been created to ensure a continued broad, balanced and progressive curriculum for all children. The software provides lesson plans, videos and audio materials where needed with many resources to maintain and upskill staff's knowledge. This includes lesson overviews, detailed lesson plans, progression ladders and vocabulary pyramids.
- Pupils have access to all areas outlined in the National Curriculum Programme of Study.
  - Early Years Foundation Stage  
Physical development within the EYFS framework is one of the three prime areas for learning.
    - Pupils should be taught to:- (expected)
      - use good control and coordination in large and small movements.
      - move confidently in a range of ways, safely negotiating space.
      - Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
    - Pupils should be taught to:- (exceeding)
      - Moving and handling – children can confidently hop and skip in time to music.
      - Health & Self Care – children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
  - Key Stage 1 pupils should be taught to:- (National Curriculum 2014)
    - 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 be taught to:- (National Curriculum 2014)
    - 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, in Key Stage 2 pupils should be taught to; (National Curriculum 2014)
  - Swim competently, confidently and proficiently over a distance of 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.
- Schemes of Work are provided for each unit of work and ensure that pupils have the opportunity to:
  - Acquire and develop new skills.
  - Select and apply appropriate skills, tactics and techniques.
  - Evaluate their own and others performances in order to make improvements.
  - Experience a range of roles/responsibilities.
  - Make decisions and solve problems.
  - Work individually, in pairs and teams.
- Planning and teaching should take into account the five abilities recognised in PE – physical, cognitive, social, personal and creative.
- Swimming – as part of the curriculum entitlement all Key Stage 2 (currently in Year 4) pupils will receive a four week block of swimming lessons, covering 20 days.
- The school curriculum overview is designed to coincide with events within the North Tyneside School Games. Additional events will also take place as part of the games, alongside events planned with CPD.
- To enrich sporting experiences through including for intra-school competitions, particularly in Key Stage 2. The opportunity should arise at the end of each theme. The PE co-ordinator will organise further experiences through targeted lunch time and after school enrichment clubs.
- To offer real life experiences of Inter-school competitions through the School Games Kitemark, local sporting clubs and professional sports organisations.
- To foster emotionally intelligent Primary Leaders who promote our school ethos; 'Our Expectations are as simple as the ABC's'. (Attitude, Behaviour, Commitment and Sportsmanship).
- To promote a love of learning and to provide new sporting experiences and skills in school which will encourage children to participate and be more active in school and out of school.

## Teaching and Learning

- A variety of teaching styles will be used to engage the variety of learners and provide them with the opportunity to learn from visual and auditory as well as kinaesthetic activities.

- Lessons will provide pupils with the opportunity to make decisions for themselves, to be creative and to work together to solve problems.
- Lessons will be planned to ensure a range of strategies are used to provide support, challenge and progression for all pupils.
- Lessons will be differentiated according to the needs and abilities of each class. A range of differentiated strategies will be implemented (task, questioning, roles, grouping, feedback etc.)
- Staff should include intra-competitions within PE lessons throughout the year. Opportunities arise at the end of each theme and evidence to be uploaded on Seesaw as this contributes toward the Kitemark Award for the school.
- Support Staff/ASLs may be used in curriculum time to support the delivery of PE, however the class teacher always maintains overall responsibility for what is taught and for the health and safety and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment.
- Staff should encourage Primary Leaders to develop their skills through providing them opportunities to lead warm-ups and cool downs or demonstrating skills to peers as part of new learning.
- Basic lesson plan
  - Warm up (active lesson from the start)
  - Introduction (or revision)
  - Development – more challenging tasks in small groups
  - Conclusion – transfer of skill(s) learnt to final activity, e.g. playing small sided games or performing a sequence in gymnastics.

## **IMPACT**

At Redesdale Primary School, we want the impact of our PE curriculum to be that children leave our school with a lifelong love of physical activity. We teach children a range of activities in each of the areas of sport (invasion, net and wall, strike and field, gymnastics, dance, outdoor adventurous activities, swimming and athletics.)

We hope that our impact of our curriculum is that;

1. All children participate and are as active as possible.
2. Basic skills such as balance, control and co-ordination are targeted.
3. OAA through developing our woodland area to increase engagement for all, increase self-esteem, confidence, motor skills and communication through physical activity.
4. Children learn respect, self-control, honesty, modesty and good sportsmanship.
5. Children are encouraged to become competitive and supported with all the social and emotional thought and feeling that are connected to being competitive.
6. All children can swim at least 25 metres.
7. Encourage basic skills development through physical active learning.
8. Developing links with the wider community in our local area and the opportunities that they can offer to our children.
9. Children to experience a wide range of different and unusual activities to boost children's interest and perception of physical activity.

## **Assessment and Recording**

- The attainment targets for PE as detailed in the National Curriculum, set out the knowledge, skills and understanding that pupils of different abilities are expected to have achieved.

- Teachers will be expected to assess pupils work in PE by making assessments of progress against learning objectives within the new GetSet4PE scheme of work.
- Teachers must ensure that when assessing, connections are made between acquiring and developing skills, selecting and applying skills, evaluating and improving performances as well as demonstrating knowledge and understanding of health and fitness and knowledge of different roles.
- Assessments for learning strategies are employed by teachers in the course of their everyday planning and teaching. These strategies ensure pupils are able to evaluate and improve work and make progress in learning and will also inform teacher planning.
- Regular videos uploaded to Seesaw to show evidence of children's learning and learning objectives to the skill progression being made.

## **Equal Opportunities and Inclusion**

We promote the needs and interests of all pupils, irrespective of gender, gender identity, faith, race, culture, ability or personal circumstance. Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are fully included in Physical Education.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEND or learning difficulties. It is helpful to remember to focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

## **Visitors to school**

We welcome the support of visitors offering specialist skills and links with the local community. Organisations providing 'after school enrichment clubs' have to be on the North Tyneside Council External Providers Database, to ensure that they have the appropriate checks in place, prior to visiting school. Visitor sessions always complement the existing PE provision. The Class Teacher will always remain in the lesson.

## **Health and Safety**

- All school staff are aware of the general Health and Safety requirements in PE activities.
- The school has risk assessments for activities delivered on and off-site.
- Staff who are not confident in delivering areas of the curriculum will seek support and CPD from school.
- Staff should encourage pupils to be aware of basic hazards and take steps to control these risks for themselves and others.
- The school **expects** that children will help to set up and put away gymnastic apparatus, including the large apparatus in the hall, managing their own equipment represents an important element of pupil safety education. Pupils will be taught correct procedures on how to carry and lift equipment and this should be done in an organised and systematic manner under direct supervision from the Class Teacher.
- The Association for PE (AfPE) document 'Safe Practice in Physical Education and School Sport' (2020) is used to provide guidance for assuring safe practice.

## **ICT & PE**

- In PE staff and pupils may use ICT to enhance performance and understanding and to record results and achievements through the use of digital photography/video, data handling, word processing, skills cards and the internet.
- Opportunities to show short videos of activities can support children's understanding.
- Record work on Seesaw and comment on their activity.

## **Resources/Equipment/Facilities**

- Staff are responsible for ensuring equipment is safely stored in the indoor and outdoor equipment stores.
- The PE Subject Leader will manage the condition of resources and equipment and any damages will be repaired/replaced/removed.
- All staff have the responsibility of informing the PE Subject Leader about any damaged items.
- The PE Subject Leader will have an overview of the management of internal and external facilities and equipment; this will be in conjunction with the SLT/Site Manager.

## **Out of School Hours Learning (OSHL) / Extra-curricular / School sport**

- The school offers a wide range of after school and break time opportunities for all pupils which extend and enhance curriculum work. These activities are advertised to parents on a termly or half termly basis and the PE Subject Leader has the responsibility for maintaining enrichment opportunity application forms.
- The school also enters a range of inter-school competitions across the year.
- The PE Subject Leader will liaise with the Secondary Sport Co-ordinator (SSC's) to ensure that opportunities to enhance the curriculum, OSHL and competition programmes are maximised.
- Links have been established with local clubs and providers to promote clubs and activities outside of school.
- A 'pathways to local clubs' list is available to parents on our school website. Staff are encouraged to signpost children to local clubs to encourage their development in activities, in which they are excelling or show potential.
- Children at Redesdale Primary School must be able to demonstrate our school ethos, 'Our Expectations are as simple as the ABC's'.

## **School Games / Inter and Intra Competition opportunities**

- A commitment of the school to maintaining the Sainsbury's School Games Kitemark at the minimum standard gold.
- The school will offer children opportunities in Intra (Level 1) and Inter (Level 2) competitions to achieve the gold standard kitemark.
- To represent Redesdale Primary School in any inter school competitions, children must be able to demonstrate our school ethos, 'Our Expectations are as simple as the ABC's'.

## **Promotion of healthy, active lifestyles**

- An annual survey will take place to find out participation levels so that appropriate activities can be planned.

- Our school is a Healthy School and is committed to the Healthy Schools Award.
- Redesdale Primary School will offer children a range of extra-curricular clubs and events promoting active and healthy lifestyles.
- Each year the school will train volunteers (children from Years 3 to 6) to be Primary Leaders who will run games and activities during lunch breaks. These children will also help to run the Key Stage 1 Sports Day and extra activities such as Sports Relief.
- Primary Leaders will also be given the opportunity to develop their leadership skills by volunteering to run after school enrichment clubs.
- A Primary Leaders Council will meet a minimum of once a term to review what activities they are running and how their roles are working. The committee will take minutes and act upon their decisions and will have a Chair and Secretary.

## **Spiritual, Moral, Social and Cultural (SMSC)**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

## **The Role of the PE Subject Leader**

- Maintain and update knowledge and understanding of the subject.
- Co-ordinate planning and setting high expectations.
- Lead the teaching and learning of PE in liaison with the Senior Leadership Team and according to school's priorities (School Development Plan).
- Ensure consistency in assessment, recording and reporting.
- Monitor pupil achievement.
- Manage and develop school staff CPD.
- Manage and monitor PE equipment and resources.
- Develop links with outside agencies outside of school to encourage further progression in sporting activities.
- Manage the PE & Sports Grant Fund and to liaise with Senior Leadership Team for school priorities for expenditure.
- Organise after school enrichment clubs and register forms.
- Book organisations for after school enrichment clubs and ensure they are on the North Tyneside External Database.
- Promote School Games opportunities to staff and target events for year groups in school so that all children have an opportunity to take part throughout the year.
- Promote and train 'Primary Leaders' so that they are independent, motivated, feel valued and work well in teams to deliver activities in school.

## **Monitoring and Evaluating**

- Subject monitoring and evaluating will be carried out by the PE Subject Leader with support from the Senior Leadership Team.
- The following strategies will be used:
  - Lesson observations
  - Learning walks
  - Assessment of pupil progress and learning
  - Pupil voice
  - Review of evidence on Seesaw.



## **Training and Development Needs**

The PE Subject Leader will receive appropriate training to update knowledge and access resources of which attending the termly North Tyneside Local Authority PE Networking meetings will form the main basis.

- Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the School.
- The needs of staff will be identified through monitoring and evaluating undertaken by the PE Subject Leader.
- The PE Subject Leader will organise school/staff specific professional development strategies/opportunities with the North Tyneside School Improvement Advisor for PE.
- Staff are asked to complete an annual questionnaire to highlight strengths and weakness for teaching PE, so that CPD can be planned accordingly.

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body – any changes made to this policy will be communicated to all members of staff.