

Lockington CE VC Primary School



Physical Education Policy

January 2022

Date Policy Formally Agreed By Governors:	17/03/22
Date Policy Becomes Effective:	17/03/22
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Headteacher

1 Introduction

This policy outlines the organisation and management of Physical Education (PE) at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Statutory Framework for the Early Years Foundation Stage (2021).

It is within the context of our school's mission statement:

"to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others."

It has also been written in the context of the school's Christian Vision:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

This policy is to be read in conjunction with our 'Physical Education: Intent, Implementation and Impact Statement'.

2 The Nature of Physical Education

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. (National Curriculum 2014)

Physical Education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. It should provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives. Pupils should learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They should learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

3 Aims

At Lockington CE VC Primary School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. The range of physical activities is wide and includes dance, games, gymnastics, athletics, outdoor and adventurous activities and swimming and water safety. We provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed Christian, school and School Games values such as fairness and respect.

The aims of Physical Education (PE) are to:

- enable children to develop and explore physical skills with increasing control, co-ordination and fluency;
- increase children's ability to use what they have learnt to improve the quality and control of their performance;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills and apply rules and conventions for different activities;
- develop positive attitudes to physical endeavour, creativity, persistence, fair play and good sporting behaviour;
- 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 and recognise their own success;
- encourage every child to reach their full potential;
- promote an understanding of safe practice, develop a sense of responsibility towards their own and others' safety and well-being;
- set targets for themselves and compete against others, individually and as team members;
- make informed decisions about the importance of exercise in their lives.

The National Curriculum for PE 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;
- lead healthy, active lives.

Sports Premium Vision:

Achieve measurable and sustained improvement in school PE and sport, underpinned by high-quality teaching that increases participation levels in physical activity, leading to healthier pupils who are more engaged across the whole curriculum. This will build upon the legacy of the London 2012 Olympic and Paralympic Games.

As part of our local School Sport Partnership (SSP), our membership provides:

- participation in a large and long established PE and School Sport Network including partnership wide planning meetings and cluster meetings;
- online access for PE and School Sport resources via www.thessp.org.uk;
- access to locally organised inter school competition;
- funded membership with the Youth Sport Trust allowing access to National CPD and online teacher resources;
- a CPD programme for teachers including whole school training through the School Sports Coordinator (SSCo) team;
- Annual Awards Ceremony to provide recognition in PE and Sport for pupils of all levels;
- SSP Stars Academy Programme for pupils that excel in PE;
- inset coaching sessions delivered by East Riding Sports Development;
- School Games Mark one-to-one support;

- further coaching opportunities via SSP National Governing Body (NGB) investment;
- Primary School Action Plan – providing support and guidance to determine school priorities for PE and School Sport;
- SSP Young Leaders Programme;
- inclusion in the SSP termly newsletter distributed to all schools across the partnership;
- PE Results online competition resource – utilised East Riding wide.

The funding will also allow us to provide transportation from our rural location to sporting events.

4 Teaching and Learning

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. Peer coaching and the use of young leaders is encouraged. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources.

In our classes there are children of differing physical ability. We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balance education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE considers the targets set for individual children.

Where children are more able in PE they are encouraged to join clubs outside school and participate in sports activities run by the cluster group and the county. They are also given the opportunity to develop leadership roles.

5 PE Timetable

KS1 – 2 x 1 hour PE lesson weekly

KS2 – 2 x 1 hour PE lesson weekly

In addition, we are committed to the ‘Active 30’ initiative.

The Chief Medical Office (CMO) guidelines recommends that children and young people aged 5 -18 year olds achieve 60 minutes of physical activity a day. Nationally 17.5% of children meet these guidelines. Schools should be responsible for delivering at least 30 minutes of this.

‘Active 30’ is a government ambition in response to the growing need to tackle childhood obesity (Childhood Obesity, Chapter 2). It is designed to reduce sedentary

behaviour and increase physical activity outside of timetabled PE by creating opportunities throughout the school day for children and young people.

6 PE Curriculum Planning

PE sessions will contain elements required by the National Curriculum which is a high-quality physical education curriculum to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. The planning provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We plan 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 PE curriculum, so that the children are increasingly challenged as they move up the school.

Planning in PE is a process in which all teachers are involved, wherein:

- The foundation of curriculum planning is in the school long-term plan, developed through a process of collaboration between staff.
- Schemes of work for physical education are used as a basis to ensure coverage and support for the needs of the different key stages, with support from the lead where necessary.

The school has chosen Rising Stars Champions as a scheme to develop and adapt across the age ranges. This is a sports, fitness and health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. It has been developed and successfully implemented in school to ensure progression, continuity and assessment opportunities.

Within Champions, KS1 covers a programme of multi-skills, ball skills, gymnastics, throwing and catching, fitness, athletics and dance. KS2 gains further experience in gymnastics, fitness and core strength, striking and fielding games, invasion games, net games, athletics and dance.

7 Curriculum Organisation

Early Years Foundation Stage

We encourage the physical development of our youngest children as an integral part of their work. As reception and nursery are part of the Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children aged three to five years of age and links to the Early Years Foundation Stage (EYFS) profile. 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.

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 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 increasing challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, 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 way 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, and apply basic principles for attacking and defending (e.g. cricket, tennis, rounders, hockey and football)
- Develop flexibility, strength, technique, control and balance (e.g. athletics and gymnastics)
- Perform dances using simple movement patterns
- Take part in outdoor and adventurous activity challenges both individually and as 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. This is currently covered in KS2 where pupils will be given the opportunity of having swimming instruction for one term every alternate year. Thus they will experience a block of sessions twice in this key stage. This will be organised by the Local Authority with instruction given by trained swimming instructors. It will endeavour to ensure that by the end of KS2, pupils can:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes correctly (front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

Outdoor and adventurous activities

All the children in KS1 and KS2 will experience sessions of outdoor adventure through orienteering based activities. These will promote teamwork, address differentiation, encourage competitiveness and nurture an understanding of the world.

8 The Use of Technology

Information and communication technology may be used in some circumstances. Music and video can be an integral part of performance or skill acquisition. The pupils have the opportunity to use fitness trackers to assess and motivate. Young leaders are encouraged to use timing devices and become confident in their use.

9 Cross-curricular Links

Pupils are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors which affect health and fitness.

Whilst retaining its unique contribution to a pupils' movement education, physical education also has considerable potential to contribute to much wider areas of learning. It can make a contribution to the development of communication skills, mathematics, geography, history, music, science and PSHE.

10 Differentiation

All sessions include suggestion to support and extend activities. This gives brief advice on how to stretch the more able or support children during the lesson. It might suggest changing the amount of space the children are working in, the number of children working, the equipment or using an additional adult wisely.

11 Special Educational Needs and Disabilities and Gifted and More Able Pupils

Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils irrespective of their innate ability will enjoy success and be motivated to develop their individual potential. An inclusion of sports developed specifically for those with disabilities, such as boccia, will promote the philosophy of sport for all.

Children with specific medical conditions will be considered to have a special need. Asthmatics' inhalers should be within easy reach during physical activity especially when this activity takes place away from the school building.

More able children may share their expertise with others during lessons as proponents of good practice; they will be encouraged to develop and extend their skills by joining an appropriate local sports club. Within the SSP (School Sports Partnership) there will be opportunities for recognition at the Annual Awards Ceremony and participation in the Stars Academy Programme.

All activities are offered to both boys and girls.

12 Equal Opportunities

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In the weekly PE lessons, we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues etc.

13 Assessment

This section details the various assessment methods and practices through which we ensure that children are making appropriate progress and that the activities they take part in are suitably matched to their ability and level of development.

The main method of gathering evidence and assessing achievement in PE will be through continuous observation. Children will be made aware that assessments are to be made towards the end of a unit of work. These assessments will inform the teacher's end of year assessment. The summative assessment, which will be made at the end of each year, will also utilise the end of key stage descriptors as set out in the National Curriculum 2014, pupils are expected to know, apply and understand the matters, skills and processes specified in the guidelines. This assessment will be reported to parents on the annual report.

Information from assessments will be used to: inform future planning, identify strengths and weaknesses, provide individual and group target setting and provide information for teachers, pupils, parents and future schooling. The school's electronic assessment system is used to closely monitor children's progress throughout the school. Teacher assessments are entered on an ongoing basis and this is closely analysed by the subject leader.

14 Extra-Curricular Activities

The school provides PE-related activities for children at the end of the school day. These encourage children to further develop their skills. The school sends details of the current club activities to parents and carers at the beginning of each term. All clubs and coaches must be part of the ERMOS or ERCAS lists – current lists are held in the school office and members will have satisfied various safeguarding criteria.

The staff at Lockington CE VC Primary School will work in partnership with the SSP at Longcroft School. The school also plays regular fixtures 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 cooperation amongst our children.

15 Resources

Games resources are available for the following activities:

- Football - with portable goal posts
- Kwik Cricket
- Rounders
- Tennis
- Hockey
- Netball – with portable netball posts
- Badminton – with portable badminton net

- Boccia
- Dodge ball
- Table tennis

There is a variety of small apparatus - balls, bats, bean bags, ropes, quoits and hoops.

The field is marked for rounders and running.

The playground has a marked netball court.

There is a full size outdoor table tennis table.

Gymnastic resources are:

- Wall bars in the hall
- 2 padded benches
- 2 wooden benches
- Set of trestle tables
- Circular movement table
- 12 small mats
- 8 large mats
- Mat trolley

Apparatus is checked annually by a company appointed by the LA.

16 Learning Environment

Sport and PE are promoted and valued across the school's physical and virtual environment. A School Games notice board displays the values of teamwork, determination, honesty, self-belief, passion and respect. It shows the current School Games Crew and Play Leaders. Events are included to celebrate participation and successes.

17 Parental Involvement

We encourage parents to be involved in the PE curriculum by:

- providing PE kit for pupils and ensuring it is in school on the correct day;
- valuing the school's ethos of healthy lifestyle;
- working with their children towards promoting Active 60;
- supporting pupils and staff on the annual School Games Day and other events in school;
- supporting extra-curricular clubs and sporting fixtures.

18 Health and Safety Issues:

To ensure safe practice children need to be taught to:

- be aware of the needs of others;
- respond readily to instructions and signals within established norms;
- lift, carry and place apparatus and equipment safely, both alone and in cooperation with others;
- understand the importance to the body of warming up and cooling down;
- understand the principles and skills of water safety;
- understand the principles of safety outdoors;
- observe the rules of personal hygiene;

- remove all jewellery before partaking in activities;
- understand why we change for physical education into clothes appropriate to the activity;
- know the dangers of wearing inappropriate clothing and jewellery.

All children change for PE into school PE kit. They work barefoot in dance and gymnastics as this enables the children to develop greater skill and sensitivity. Plimsolls may be worn if required on medical grounds.

For games, the children may supplement the above with the school navy hooded fleece or similar, which is intended for outdoor PE. Trainers should be worn but on no account are shoes or sandals acceptable footwear.

Jewellery (e.g. watches or studs) should be removed by the pupils themselves or preferably not worn to school on PE days. If earrings cannot be removed, they must be covered with tape or plasters. Fitness trackers may only be worn for suitable individual activities with permission of the teacher.

19 Roles and Responsibilities

The Governing bBody determines, supports, monitors and reviews the school PE policy. We have an identified governor for PE. The governor is informed of progress in the subject by the subject leader.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- monitor planning;
- give feedback to teachers following lesson observations;
- support staff development through in-service training and provision of resources;
- observes colleagues with a view to identifying the support they need.

The PE subject leader's role is to:

- provide a strategic lead and direction for PE in the school;
- provide support and advice to staff in the delivery of the PE programme of study;
- remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor standards in the subject;
- consider with staff and work with the Headteacher in the evaluation and planning of actions included within the School Development Plan;
- take responsibility for the choice, purchase and organisation of central resources for PE, in consultation with colleagues.

As well as regular updates, PE subject leader gives the Headteacher an annual report in which she evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

The co-ordinator will be responsible to the Headteacher and will liaise with the named link Governors.

The class teacher's role is to:

- be responsible for the teaching of PE as set out in the policy;
- provide planning and reviews for the Head Teacher and PE leader to have access to;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of PE;
- identify inset needs in PE and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

20 Review

This policy will be reviewed during the Autumn Term 2026.

Person responsible: PE Subject Leader (Naomi Trueman)

Date reviewed: January 2022

Signed:  (Chair of Governors)

Signed:  (Headteacher)