

# Upton Westlea Primary School

## PE Policy



Approved by staff: March 2020

Signed: K Carruthers

Approved by Governors: March 2020

Signed: N Buckley

Review Date: March 2022

# Introduction

Physical Education is a statutory requirement of the National Curriculum and an essential contributor to the development of every child. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical Education (PE) develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

## Subject statement

### **Intent**

At Upton Westlea Primary School we identify the value of Physical Education (P.E). Following the aims of the National Curriculum for Physical Education we guarantee that all children:

- Are to be physically literate by demonstrating physical competence, confidence, motivation, knowledge and personal responsibility when taking part in physical activities.
- To be active across different activities and settings for a sustained period.
- Learn to cope with both success and failure in competitive and co-operative physical activities.

### **Implementation**

At Upton Westlea, we treat PE as an important area of learning. We do this by focusing our PE lessons on much more than learning the physical skills and rules of a game. Children are encouraged to work on themselves in a three-pronged approach:

1. Develop their physical competence. This includes working towards achieving a wider range of original and imaginative actions, fundamental skills and effective techniques across different sporting activities. Children work on understanding why different tactical and compositional ideas may be required and how to select these appropriately. Children work on their competency, control and coordination.

2. Develop their thinking skills. Children work on their decision making and evaluate how they can improve their own and others' performances. They work towards setting up, leading, coaching and officiating activities. Children also plan and lead their own warm up and skills practice to meet the needs of various fitness activities.

3. Develop their social and emotional skills. This focus is supporting pupils to understand and explain how exercise can help them improve their health and wellbeing, as well as encouraging team-spirit,

motivation and fair play. Children work on their communication, leadership, co-operation, and commitment to their own health and that of their peers.

## **Impact**

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Upton Westlea, we provide opportunities for children 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.

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## The PE curriculum

### EYFS

In early years, opportunities will be provided for children to be active and to develop co-ordination, control, and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 1 hour each week.

### KS1

In KS1 the curriculum focuses on our fundamentals (agility, balance and coordination); in particular co-ordination, fundamental movement skills (FMS) and teamwork in order to develop the whole learner, physically, socially and emotionally. Each lesson is built upon an environment to engage all children as to why, what and how we complete a lesson objective. Some lessons use rhymes or analogies in order to help learners discover new ways of completing a task. Other elements to the lessons include how well we respond to winning or losing whilst other elements focus on working with another individual or as part of team.

### KS2

At KS2, pupils will continue to apply and develop a range of skills and units of work which include invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

In Year 3, the focus will be introducing the pupils to equipment, specifically how to use it and the rules around using it. Techniques will be learnt in a game based environment to increase the skill level and as such, will stand the pupils in good stead as they progress through the curriculum.

Moving on to Year 4, the focus will be on building on prior learning. Within team based activities, pupils will, for example, begin to learn what to do with the ball in attack and how to try and win it back as a defender.

As children progress on to Year 5, they will be introduced to the attacking and defending principles within team based sports. The emphasis will not necessarily be on the pupils performing these skills but to be able to show an understanding of why, where and when each principle would be useful. Children in Year 5 will also focus on reviewing the performance of others and themselves.

In Year 6, the focus will be on choosing and applying the right skills and tactics in game or match scenarios. The pupils will be expected to be able to identify the options available, choose one and then apply the relevant skill required.

## Curriculum differentiation

Through Teach Learn Grow-PE, the principle of STEP is followed for adjusting lesson activities for differentiation. Some children may require different activities. S= change the space available, T= Change the task, E= change the equipment e.g smaller or larger, P= change the people e.g size of groups.

## Staffing/Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff should be comfortable and confident in the area of activity being taught. Additional support is provided by either the subject leader, specialist sports coaches or outside providers.

## Records and assessment

Assessment for learning will be made through short term observations. Summative assessments will be made through the assessment through skill development, game-based and skill consolidation activities. Formative assessments will be provided through the use of discussions and own-self assessment.

## Safe Practice

All teachers should read the health and safety arrangements for the areas of activity that they are teaching. This school follows the '**Safe Practice in Physical Education and School Sport 2016**' that includes lesson management, jewellery, clothing and changing procedures. A copy of this is kept in the staff room and is an essential read for staff teaching PE in the interests of planning and delivering high quality, safe lessons. It is the responsibility of the PE subject leader to ensure that staff are periodically notified of any important updates regarding subject specific health and safety guidance.

Accident procedures: Teachers should deal with situations using professional judgement. In more serious cases the trained first aider will be sent for by a responsible child. All accidents should be recorded in the accident book in the office.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader and site manager as soon as possible. Any damage observed done to a piece of apparatus which could cause

subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Furthermore:

Children will be taught to lift, carry and replace equipment safely.

- All equipment will be checked by the teacher before use.
- When working outdoors teachers will establish certain boundaries.
- All children should dress in navy shorts and a plain white t-shirt.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- Long hair should be tied back.
- No items of jewellery should be worn- with exception of studs.

**Non-participants:** Children not participating should bring a note explaining the reason for this request. The child should accompany the class and take an alternative role if at all possible. Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.

No pupils will be excluded from any physical education programme unless advised by a medical professional.

Teachers are required to set a professional example to the pupils by wearing appropriate clothing and footwear

## Swimming

Swimming lessons will be compulsory for all children from Year 3. Lessons will be provided by Local Authority employed swimming coaches and staff members qualified to lead in swimming sessions at Christleton High School. Children will be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes.
- To follow and understand basic water safety and survival skills.

## Safeguarding

All adults working with children in school will be DBS checked.

## Monitoring and review

The PE subject leader and The Head Teacher are responsible for monitoring the standard of the children's work/ability and the quality of teaching in PE. They are 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. The PE subject leader gives

the head teacher an annual action plan in which the strengths and weaknesses are evaluated and indicates areas for further improvement. Regular pupil voices are carried out to find out pupil's views on PE.

## Inclusion

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

## Equality Statement

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.