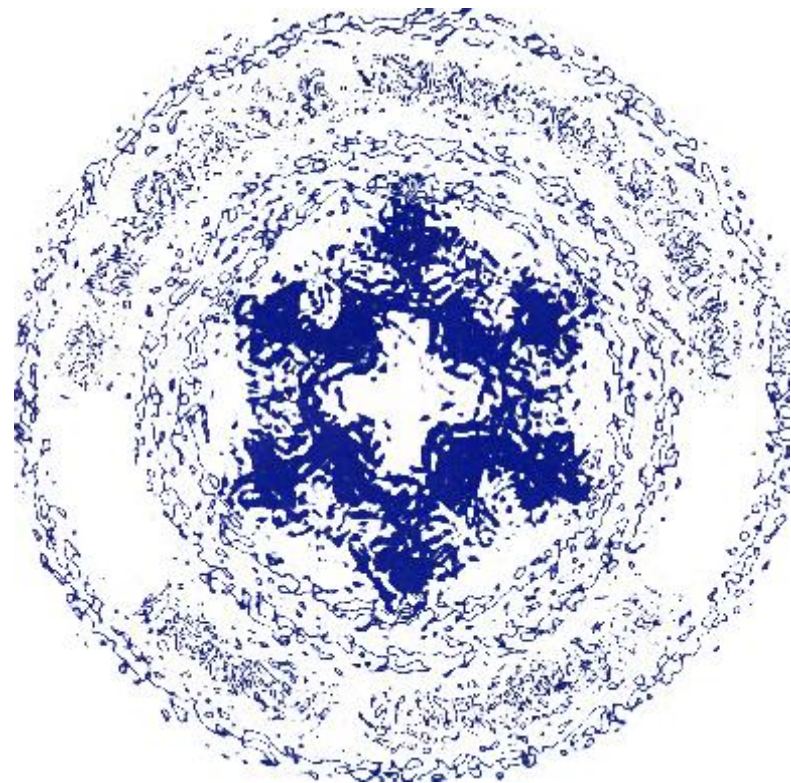


Policy for Physical Education

St Mary's CE School, Kirkby Lonsdale



Intent - Our vision

The main purpose of P.E. is to enable all pupils to work towards becoming independently active within the school and community; it provides the basis for lifetime participation in recreation, leisure and sporting pursuits and teaches the benefits of maintaining a healthy lifestyle.

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through the process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. (National Curriculum Physical Education 2014)

Implementation

KS1 and KS2 Curriculum

- We teach our core P.E. through the GetSet4PE, this is in line with the National Curriculum. The scheme is a comprehensive scheme which includes assessment, lesson plans and resources to support staff teaching P.E; teachers can adapt and use the scheme to suit their needs. The scheme provides a broad curriculum which is varied and ensures all the National Curriculum objectives are covered, it ensures progression of knowledge and skills in P.E. as well ensuring that the children have the opportunity to experience a wide range of sports during their Primary Education.
- Physical skills are given a high priority in EY, the children are offered daily gross and fine motor activities with the aim to develop core strength, co-ordination, balance and co-operation. YR begin to use the Getset4PE in the Autumn term and this is supported by accessing physical activities in continuous provision.
- Our pupils participate in at least two hours high quality PE lessons per week, covering one or two different sports/skills each half term. This is enhanced by also using sports coaches and members of the wider community/local sports clubs.
- Physical activity is embedded throughout the school – our Y6 children train as Young Leaders in the Autumn term. The Young Leaders to take an active role in encouraging physical activity, learning new skills and games, this is supported by P.E. boxes at playtimes which allow the children to access a wide range of equipment. The Young Leaders are responsible for auditing outdoor equipment, initiating ideas and activities, being a positive role model and encouraging all pupils to get involved in physical activity, this has allowed children to develop their leadership and communication skills.
- Children are encouraged to stay active at play times, boxes of equipment are provided and children are appointed to bring the boxes out and gather the equipment in at the end of break time.
- Our children are offered a range of extra-curricular activities (these have included football, cross country, netball, clubs aimed at including our least active target children)

- We participate in a wide range of competitive and “development” activities throughout the academic year, we are annually involved in the School Games Award; this has enabled the children to progress through the different levels and culminating in some children representing the school at the County event. School Games places a strong focus on the children being able to participate and being able to officiate events too. Recent changes places strong emphasis on target groups negatively impacted by Covid taking part in physical activities.
- The children in EY and KS1 take part in a joint “Multi-skills” event as well being part of our end of year Sports Day. The KS2 children take part in half termly inter-school events with points contributing to house points, they also take part in our School Sports Day.
- We target our KS2 non-swimmers in the Summer term and offer a focussed block of weekly swimming lessons with the aim of all our children leaving KS2 being able to swim 25m unassisted.
- Our children take part in a wide range of OAA activities; we are a Forest School, EY and Y1 class are taught Forest skills on a weekly basis. We utilise our grounds and the surrounding area to enhance of OAA we offer, our KS2 children take part in residential activities which expand the range of physical skills offered.
- We acknowledge children’s sporting achievements in assemblies and in our school newsletter; children also receive their school “colours” if they are chosen to represent at a high level in their sport.

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| Nursery | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School |
| Reception | Introduction to PE : Unit 1 | Introduction to PE : Unit 2 | Ball Skills : Unit 2 | Fundamentals : Unit 1 | Games : Unit 1 | Games : Unit 2 |
| | Ball Skills : Unit 1 | Dance : Unit 1 | Gymnastics : Unit 1 | Dance : Unit 2 | Gymnastics : Unit 2 | Fundamentals : Unit 2 |
| | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School | OAA - Forest School |
| Year 1 | Fundamentals | Dance | Gymnastics | Sending and Receiving | Athletics | Striking and Fielding |
| | OAA - Forest School | Ball Skills | Invasion | Team Building | OAA - Forest School | OAA - Forest School |
| Year 2 | Fundamentals | Dance | Gymnastics | Fitness | Athletics | Striking and Fielding |
| | Team Building | Ball Skills | Sending and Receiving | OAA - Orienteering | Net and Wall | Invasion |
| Year 3 | Fitness | Ball Skills Y3/4 | Dodgeball | OAA - Orienteering | Basketball | OAA |
| | Gymnastics | Dance | Fundamentals Y3/4 | Trigolf | Athletics | Yoga |
| | | | | | | |
| Year 4 | Netball | Dance | Gymnastics | Cricket | Athletics | Rounders |
| | OAA - Orienteering | Hockey | Tag Rugby | Football | Tennis | Multi Skills |
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| Year 5 | Tag Rugby | Dance | Gymnastics | Circuits | Athletics | Tennis |
| | OAA | Netball | Dodgeball | Basketball | OAA - Orienteering | OAA - Young Leader |
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| Year 6 | Tag Rugby | OAA - Orienteering | Dodgeball | Basketball | Athletics | Rounders |
| | OAA | Netball | Dance | Golf | Cricket | Fitness |
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Physical skills in EYFS.

The new framework continues to identify Physical Skills as one of the Prime Areas of Development; the areas are divided into fine and gross motor skills. Our practice is guided by the four key themes within the framework – a Unique Child, Positive Relationships, Enabling Environments, and Learning and Development – backed up by careful observation.

“Understanding how children’s bodies and brains are interlinked helps us know what to look for and to recognise what they need from us in response. Children are not just learning to move, they are ‘moving to learn’ and need movement play integrated into everyday learning experiences.” (Anne O’Connor, Nursery World, 2nd March 2021)

Provision for Physical skills in EYFS

“Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.” (Anne O’Connor, Nursery World, 2nd March 2021).

Physical Skill Development

| 3 & 4-year-olds will be learning to: | | Children in YR will be learning to: | |
|---|--|--|---|
| Gross Motor Skills | Fine Motor Skills | Gross Motor Skills | Fine Motor Skills |
| <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> | <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> |

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| <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | |
|---|--|--|--|

The Early Learning Goals (2020) define children at an “expected” level of development will:

Gross Motor Skills

- negotiate space and obstacles safely, with consideration for themselves and others
- demonstrate strength, balance and co-ordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- use a range of small tools, including scissors, paint brushes and cutlery
- begin to show accuracy and care when drawing.

Impact

Our learners will:

- Have a wide vocabulary and some subject specific vocabulary that will enable each child to communicate in teams sports, work with other children, be able to describe the impact of exercise on their body and be able to articulate their feelings
- develop fundamental skills which can be applied to a wide range of sports and activities, understand the importance of physical activity in improving well-being, leading a healthy lifestyle and have a positive effect on learning.
- engage in activities that improve social, communication and confidence skills, develop leadership qualities and be given opportunities to show improvement and achieve their personal best

- be able to understand range of physical activities in the wider world
- be equipped to make choices about their own physical activities and we aspire for children to enjoy P.E. whilst developing a life-long love of physical activity that becomes an integral part of their lives

Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Objectives

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind. . Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- Provide opportunities for competition appropriate to the stage of the individual pupil's development.
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation.
- Provide links to other areas of the curriculum and wider school, county and national agendas.

The Curriculum

Provision Curriculum All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into

account individual interests and needs. Pupils should have access to all components of current National Curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 so that a realistic attempt is made to achieve the expected levels of performance. The planning and delivery of each GetSet4PE unit of work will ensure that each pupil will have the opportunity to:

- Acquire and develop new skills.
- Select and apply appropriate skills, tactics and compositional ideas.
- Evaluate their own and others' performance in order to improve . Gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy.
- Experience a range of roles – performer/coach/official/leader.
- Planning will provide opportunities to link with other areas of the curriculum e.g. literacy, numeracy, RSHE

Teaching and Learning

Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress. The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed. . A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.

Assessment and Recording

The GetSet4PE scheme has assessment in-built, this enables staff to assess against the skills for each unit. The scheme provides extensive teacher knowledge which also inputs into the assessment process. Using the schemes assessment enables the PE co-ordinators to be able to monitor progress.

Resources

P.E. equipment is stored safely in the P.E. cupboard in the school hall. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The PE and School Sports Premium funding is used in a number of different ways to support and develop PE and School Sport at St. Mary's Primary School. A breakdown of the funding allocation (which is subject to change) can be viewed on the School website, decisions about funding are made by the Head teacher.

Swimming

The vast majority of our children learn to swim through lessons arranged by parents; to ensure that we meet the National Curriculum requirement for all our KS2 children to be able to swim 25m we target the non-swimmers in KS2 and these children attend an intensive swim course to increase confidence and enable these children to meet the swimming target.

Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential.

Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches via the SGO (School Games Organiser).

Curriculum

- Oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

Parents

Parents are encouraged to attend Sports day to celebrate and promote physical activity, they are welcomed to support groups at sporting events.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit

Children are encouraged to wear appropriate PE clothing and School PE kit is available to purchase through the website. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier. In KS2, children are encouraged to change into PE kit on PE days.

Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery and Hair

Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

