

PHYSICAL EDUCATION POLICY Fountains Primary School

At Fountains CE Primary School, we encourage all children to engage in a healthy lifestyle and understand the importance of physical activity.

Staff are enthusiastic about PE, and this enthusiasm can be seen through the children's attitudes towards the high-quality PE they receive.

Intent:

We aim to develop the children's knowledge, skills and understanding, so that they can perform and compete with increasing competence and confidence in a range of physical activities, which include: dance, games, gymnastics, athletics, swimming and water safety outdoor adventure activities.

We encourage pupils to think, select, and apply skills, and develop positive attitudes towards a healthy lifestyle – enabling them to make informed choices about physical activity throughout their lives.

Implementation:

- We are a member of the Harrogate School Sports Partnership. This allows us to provide festivals and tournaments at both inter and intra school levels for the children to participate in.
- Through the School Sports Partnership, we provide our children with leadership opportunities.
- We provide each year group with at least 2 hours of high quality PE every week.
- We have PE specialist coaches working with us weekly.
- We hold our own sporting festivals and tournaments so that children can participate in a meaningful way in a safe environment, so they are confident to go to bigger events to compete.
- We offer lunchtime and after school clubs which are run by school staff or external coaches.
- Staff are given regular CPD opportunities so that they can develop knowledge and understanding of a variety of physical activities.
- We have our own School Sports Crew which involves the children in the organisation and execution of a variety of sporting activities.
- Children take part in Forest School to learn a variety of new skills.
- Teachers use brain breaks during school time that involve vigorous aerobic activity such as the mile a day or skip to be fit.
- We provide a residential trip for Year 5 and 6 children to allow them to experience and participate in outdoor adventure activities.

- We make regular cross curricular links to healthy eating and healthy lifestyles through PSHE, Science and cooking.

Impact:

Our PE curriculum is well thought out and planned to demonstrate progression. Each year, the children build on the skills and knowledge that they developed the year before.

The impact of our PE curriculum can be seen through:

- The progress the children make as they move through the school.
- All children, unless there is a reason why they cannot, achieve the skills and knowledge needed in each group in all areas of physical education.
- The ability of the children to plan, lead and evaluate sporting events for the other children.
- Our children's participation and results in the Harrogate School Sports Partnership competition.
- Our participation and award of the School Games Mark each year.
- Children can explain and make educated and responsible decisions about their exercise and diet.

STATUTORY REQUIREMENTS

In the Foundation Stage

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

At Key Stage One (Years 1 and 2)

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

At Key Stage Two (Years 3-6)

Pupils should be taught to:

- 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 and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

PE AND SPORT PREMIUM FUNDING

We receive PE and sport premium funding based on the number of pupils in Years 1 to 6.

We use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

These are some of the Ofsted criteria we are meeting by the way we spend our sports funding:

- Employing specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE.
- Procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport.
- Buying into existing local sports networks such as school sport partnerships or community sports coaching initiatives.
- Purchasing specialist equipment and teaching resources to develop a non-traditional activity or a new sport & improving the breadth of PE provision.

- Introducing new initiatives such as basic movement skills in the Early Years Foundation Stage, or developing young sports leaders in Key Stage 2.
- Paying the most effective teachers an enhanced allowance to lead improvements in PE and school sport and provide staff training on how to teach PE well.

GUIDELINES

- Children should be treated as individuals with their own abilities, difficulties and attitudes.
- Teachers are ultimately responsible for those in their care. However, it should be their aim to make children increasingly aware of safety and of the needs to minimise risks so that they can become responsible for their own safety and that of others.
- No jewellery should be worn. Earrings should be removed, if this isn't possible then studs should be worn and they should be covered by plasters.
- Suitable clothing should be worn according to the activity which will not hinder the child's movement. For indoor activities shorts and t-shirt should be worn. Bare feet or pumps are preferential for gymnastics and dance. For outdoor activities suitable footwear (trainers) should be worn and warmer clothing (tracksuit), if needed. NB: footballers should wear shin pads at all times.
- The correct handling of apparatus should be instilled from the reception class. The number of pupils needed to handle the apparatus will decrease as the children get older. Benches should be carried with thumbs on top, fingers underneath.

POLICY INTO PRACTICE

Physical Education is given an allocation of at least 2 hours per week of curriculum time in every class. Additional time is given in an afternoon for a short aerobic activity such as the mile a day or skip2bfit, and resources for children to develop their skills are provided at lunchtime and playtime.

Whole class teaching focuses on teacher and peer modelling, as well as demonstrating strategies for learning and acquiring skills which is an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to develop and progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups. Independent exploration and development is encouraged through differentiated tasks.

PROGRESSION

Progression in Physical Education occurs through the development of skills in an increasingly complex range of activities within the areas of games, athletics, gymnastics, and dance. It is important to facilitate the personal growth of each pupil

through a developing experience of the range of aspects involved in the Physical Education curriculum.

PLANNING

- We plan for progression and continuity of skills in Physical Education.
- Medium Term Plans are made to include Dance, Gymnastics, Athletics and Games each year.
- Swimming is covered as a block of lessons.
- Outdoor adventurous activity is covered as a block.
- Copies of plans are kept in school as a record of the coverage in Physical Education in all classes.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. Assessment will be ongoing and progress or problems will be noted. Assessment for learning, leading to personalised learning, is embedded in the teaching and learning of Physical Education.

Planning involves learners taking into account previous knowledge, skills and understanding. Learning is facilitated in a variety of ways that takes into account learning preferences.

Learning intentions, separated from the context for learning are shared in each lesson. Product success criteria is given or generated within lessons as an aide memoir for learners as a tool to facilitate pupil/peer and teacher evaluation and feedback.

Teachers use higher order question skills (such as Bloom's Taxonomy) to enhance thinking skills and encourage reflection of their work.

Children have regular opportunity to reflect on their learning during and at the end of lessons both to celebrate achievement and consider their next steps and targets for improvement.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

Equal Opportunities Policy

Health and Safety Policy

Policy:	PE Policy
Signed Chair of Governors:	RBain
Date Signed:	January 2021
Governors Meeting Ratified:	January 2021
Review Date:	Spring 2022
Review schedule	Annual

