

Physical Education Policy

Netherton Moss Primary School

Policy Statement

At Netherton Moss we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's education through enhancing physical development and well-being. A broad and balanced physical education curriculum develops confidence and ability in both fundamental skills and sports, as well as promotes active and healthy lifestyles. Through progressive learning objectives and quality first teaching we ensure that pupils of all abilities benefit from stimulating and appropriately challenging learning experiences. Through the selection of suitably differentiated activities, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Aims

We aim to:

- Develop physical competence, stamina and strength in a broad range of sports;
- Develop an appreciation of the value of participation in sustained physical activity;
- Develop the concepts of fair play, respect, team work and good sportsmanship;
- Gain satisfaction and pleasure from physical activity;
- Develop the skills necessary to be able to plan, perform and evaluate physical performance;
- Teach children an awareness of safe practice through physical education;
- Engage in competitive sports and activities;
- Lead healthy active lives

Curriculum

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study outlined below:

By the end of Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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 increasingly challenging situations.

Pupils should be taught to:

- 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

By the end of Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways 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 [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

At Netherton Moss we use the 'Real PE' Scheme of work to develop fundamental skills as well as engage the children in Sport-Led sessions.

The Real PE programme provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE.

It is fully aligned to the National Curriculum and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. The foundations of the Schemes are based on Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal skills).

At Netherton Moss Primary School, we aim to enable every child to reach their full potential through engaging in purposeful and high-quality physical activities. Their weekly allocated time is 2 hours of PE lessons per week. The children engage in a programme of PE that develops confidence and team spirit, encourages fitness, improves skills, strength and stamina and teaches the rules of games.

Children are taught one hour a week of fundamental movement skills through the Real PE scheme as well as being taught one hour's lesson sport-led. This is outlined in our Long Term Plan for all year groups.

Competition is built into the curriculum through our link with the local schools' sports partnership as well as the children taking part on intra school activities and further opportunities to take part in competitions, tournaments and festivals.

Swimming

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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

All year 2, 3 and 4 children access swimming lessons at the local swimming pool throughout the year.

Being Active

The Chief Medical Officers' guidance on daily physical activity levels sets out that children should do at least 60 minutes of physical activity a day. Schools should ensure all pupils have access to 30 minutes of physical activity every day. This is achieved at Netherton Moss through:

- 2 x 1 hour PE lessons
- Play equipment and play leaders to encourage active play at playtime/lunchtime
- Extra-curricular clubs at lunchtime/after school
- Outdoor learning sessions- Orienteering and Forest School
- Sensory circuit sessions
- Brain break activities in class encouraging movement and interaction around the classroom

Planning and Assessment

Planning

Teachers follow the PE Long Term plan and use the Real PE schemes of work as well as have access to supporting materials for planning and teaching sport led sessions.

High-quality lessons should include:

- Differentiated learning outcomes for pupils to self-evaluate;
- The teaching of fundamental skills and techniques;
- Modelling of correct technique through teacher/pupil demonstration and media;
- Use of specific technical vocabulary;
- Regular reviews of progress together with appropriate challenge and support to enable every child to make progress in the lesson;

- Opportunities for competitive activities;
- Planned assessment for learning throughout the lesson (self/peer/teacher)
- Teaching the impact PE has on their bodies and the need to be physically active for life.

Assessment

Summative and formative assessment is used in PE. Teachers observe during lessons and use media, such as cameras and iPads, to record performances as well as evaluate performances through teacher/peer/self- assessment. Real PE assessment wheels are used by the teacher to assess skills at the beginning and ends of units of work. Children self-assess at the end of each lesson. At the end of the school year, assessment information should be passed on to the next class teacher to ensure continuous progression.

PE Kit

Teachers:

- Suitable footwear
- Suitable clothing

Pupils: □ Navy Shorts, tracksuit bottoms or leggings

- Navy Polo Shirt
- Navy hooded jacket or school jumper
- Suitable footwear for physical activity

Personal effects are not to be worn during PE lessons i.e. watches, rings, earrings, bracelets, necklaces etc. Teachers must not remove or replace earrings and pupils are responsible for their own personal effects. Long hair must be secured for PE lessons.

Pupils are expected to attend school on their PE days in their kits. If children do not have a PE Kit in school, they should wear the spare kit.

Inclusion and Equal Opportunities

Children who are unable to participate in PE lessons due to illness or injury, should provide their teacher with a letter from their parent/carer explaining why. The child should still be included in the lesson. Where possible, these children should participate in coaching, officiating and evaluating performances.

In compliance with Netherton Moss's Inclusion Policy, PE activities are personalised to the need of each pupil. Gifted and Talented pupils and children with Special Educational Needs will be identified and their needs will be met through careful planning of learning styles and activities that allow these children to participate and progress.

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race or ability, in accordance with the school's Equal Opportunities Policy.

Health and Safety

We use the same management techniques in the teaching of PE as we do for all other subjects; following the Health and Safety Policy. In addition, all teachers must pay special attention to safety issues and use of resources during PE lessons.

The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area;
- Children are not allowed to enter the PE Store Cupboard;
- Equipment should be checked before children use it, and any problem or fault should be reported to the PE Coordinator;
- Children should be taught how to lift and carry apparatus correctly;
- Ensure that a sufficient number of children carry each piece of equipment;
- Apparatus should be placed with sufficient space and landing areas;
- Risk assessments will be carried out by the staff at the start of all PE lessons;
 - Additional adults working with children need to have a CRB check and accompanied by a qualified teacher at all times;
- All jewellery removed and long hair secured;
- Appropriate kit should be worn for each lesson;
- Maintain awareness for any individuals who have SEN/are vulnerable in a PE lesson e.g. Children who use wheelchairs, have sensory impairment.

Subject Leaders:

Charlotte Houghton and Lisa Withey

Reviewed in September 2023.