

**Whitchurch Combined School**  
**Curriculum policy for Physical Education.**



Whitchurch School believes that Physical Education experienced in a safe and supportive environment is vital and unique in contributing to pupil's physical and emotional development promoting a healthy lifestyle. It also develops a child's spiritual, moral and cultural development. The Real PE scheme of work is based on creating positive relationships with physical activity for life, to aid and increase children's' self-confidence, to teach fundamental movement skills and learning behaviours to achieve this ambition by using multi-ability progression cogs (personal, social, creative, cognitive, physical, fitness and health) supporting EVERY child to build foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

**Intent**

- To commit to provide children with high quality opportunities to fully engage in PE creating positive relationships with physical activity for life for every child
- To develop childrens' basic physical competencies, be physically active for a sustained period, build confidence in their abilities, build foundations to promote a healthy active lifestyle in a safe environment
- To develop enthusiasm and a love for Physical Education and provide opportunities for pupils to develop their skills through engaging lessons, community events and competitions
- To develop competence to excel in a broad range of activities to compete against themselves and others competitively, whilst being challenged to improve their physical, social, emotional and thinking skills
- To teach the importance of healthy fit bodies and understand factors that affect health and fitness. Our aim is to raise awareness and is closely aligned with our PHSE policy

Through a variety of opportunities, PE offers children a chance to develop a sense of personal achievement, fair play, teamwork and understanding of the way in which sport can transcend social and cultural boundaries. A range of activities will be provided with a broad base of movement, knowledge, skill and understanding, where children can refine, review, expand and challenge themselves throughout their primary school years.

All children are encouraged to join clubs and organisations with the aim to extend and develop interest, involvement and excellence in sport. We also encourage children to develop creatively and express themselves through improvisation and problem-solving.

Through the government funding for sports, our school will provide where possible opportunities for pupils and teachers to work alongside PE specialists/coaches to enhance and develop expertise of staff to provide better coaching, mentoring and advise to pupils' across the PE and sport spectrum. Spending is reviewed and published on the school website.

Children are taught to appreciate the importance of healthy fit bodies and understand factors that affect health and fitness. Our aim to raise awareness is closely aligned with our school policy on personal, social and health education (PSHE)

## **Teaching and learning**

Children in school have two one hour lessons of physical PE lessons a week. These lessons are split into, introduction and warm up, skill development and application, games and review with videos of skills and lessons

All pupils should develop their knowledge, skills and understanding of:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving performance;
- knowledge and understanding of fitness and health.

All pupils should develop their knowledge, skills and understanding through:

- dance activities;
- games activities;
- gymnastic activities.
- athletic activities;
- outdoor and adventurous activities

In addition, at various stages during Key Stage 2, our pupils must undertake:

- swimming and water safety activities

## **Organisation**

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage.

Children will undertake P.E. activities as a whole class, smaller groups or partner work, as appropriate. There will be some combining of children in the older classes for games activities. Learning support assistants may be used to provide additional support.

Lessons are blocked in units of work to promote greater depth of understanding and developing skills, contextual application of these skills, and the ability to perform reflectively. Opportunities to be creative, competitive, co-operative and challenges as individuals, smaller groups and teams. They can think in different ways, give opportunities to demonstrate learning, using a range of communication styles allowing for effective assessment.

This assessment will be used to inform future planning and promote greater learning. This provides progression and continuity in skills, knowledge and understanding.

## **Assessment**

Assessment of PE is an ongoing process. As each lesson progresses the teacher observes, assesses, intervenes as necessary to ensure each child makes the full progress of which they are capable. Lessons are planned with skill development, inclusive, differentiated to needs and abilities of pupils.

Teachers will keep records of activities undertaken by each child and make regular checks of individual performance. At the end of each unit of work, teachers should complete the assessment unit of work. At the end of the year the class assessment will be passed on to the next teacher.

## **EYFS**

Children in EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, PE lessons practice movement skills through games with beanbags, cones, balls, and hoops moving in different ways, speed, balancing, throwing,

rolling, jumping, hopping, skipping catching and kicking. These fundamental skills can be built on entering KS1.

By the end of the EYFS, children should:

- move with confidence, imagination and in safety
- move with control and coordination
- travel around, under, over and through balancing and climbing equipment
- show awareness of space, of themselves and of others
- recognise the importance of keeping healthy, and those things which contribute to this
- recognise the changes that happen to their bodies when they are active
- use a range of small and large equipment handle tools, objects, construction and malleable materials safely and with increasing control.

## **KS1**

By the end of KS1 the pupils will develop their fundamental movement skills and become increasingly competent, confident and can 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 self and against others) and co-operative physical activities in a range of increasingly challenging situations.

- Master basic movements running, jumping, throwing, catching fundamentals- balance, agility and co-ordination and apply these to a range of activities.
- Team games develop simple tactics attack and defend.
- Dance using simple movement patterns.

## **KS2**

Children should continue to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make complex actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and representing the school. They should develop an understanding of how to improve in different physical activities and sports, learning how to evaluate one's self and each other constructively, learn to take criticism, improve and recognise their own success.

- Run, jump, throw, catch in isolation and combination
- Competitive games- attack and defend
- Flexibility, strength, technique, control and balance through gymnastics and Athletics.
- Perform dances using a complex range of movement and sequences.
- Take part in outdoor adventurous activity challenges on own or in a team.
- Compare performances with previous ones, improve to achieve personal best.

## **Swimming**

Children will be given a full year of swimming - Summer term in Year3 -Autumn and Spring term Year 4. If children need more lessons they will join in the next terms lessons or signposted to a club.

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

## **Planning and resources**

Planning follows our PE overview and where appropriate follow topics through music, dance and core fitness. Training will be given to compete for festivals and leagues and cross-curricular in PHSE and health and wellbeing will be embedded where appropriate

Resources are updated where possible. Staff follow the REAL PE programme.

PE equipment is stored in an outside PE shed and is locked. Only staff members should get out equipment with supervised help of children. Children should not take out or put back any equipment unsupervised. Indoor PE cupboard is off to the side of the hall, not locked. Cupboards are regularly checked by PE leader for tidiness and organisation. Teachers are responsible for putting equipment back tidily and safely. Staff are advised to report to subject leader any lost, damaged, broken equipment so they can be replaced.

### **Primary Sports funding**

The school work as a collaborative unit in terms of taking all decisions. This will include decisions on funding, resourcing and timetabling. Ultimately decisions on funding will rest with the head teacher. The PE and Sport Premium is designed to help Primary schools improve the quality of PE and sport opportunities and activities they offer their children. Information about how it is spent each year is published on our school website under PE and sport Funding.

### **Equal Opportunities**

All children will be provided with a full range of activities regardless of gender, race, background or physical ability. Children with disabilities will be given additional support and access to modified activities which will allow them to participate alongside their classmates.

However, in keeping with local practice, our inter-school league football team will be inclusive of boys and girls. We have a new after-school girls football club and will be inviting friendly matches and competitive league matches.

We have KS2 house competitions every term and a KS1 fun sports day to show parents their skills and development and KS2 more competitive sports day.

In the Mandeville Partnership festivals include mixed gender competitive sports. These include football, handball, basketball, rugby, cricket, hockey, swimming, dance and more.

### **Inclusion**

At Whitchurch School we are committed to ensure that all children participate in PE irrespective of any special educational needs or disability. We believe that children should have equal access to and participate in activities to reach their full potential. All participating in PE together proves better outcomes for all. Skills are colour coded and children can work to their level or challenge themselves.

### **Targeting**

Competitive sports events and festivals are throughout the year. The PE leader liaises with the staff to ensure a range of children are selected. We target specific children PP, SEND and Gifted and Talented where appropriate.

### **Role of the co-ordinator**

- Up to date information, resources available, online resources in PE and new initiatives/ schemes.
- Support colleagues in all aspects of the curriculum by providing courses, in house training and opportunities for them to further their personal development.
- Maintaining and replacing equipment. Ensure areas for lessons are safe.
- Promote PE and Sport across school encourage pupil participation in school, for the school and afterschool clubs. Celebrate their involvement and success.

- Provide after school clubs.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Liaise and attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves, this includes Sport partnership meetings and registering school for festivals and events.
- Ensuring that pupils have the opportunity to become involved in extra- curricular clubs including gifted and talented clubs, signpost them to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Have fun, great experiences within PE such as running at Ascott House, compete at Stoke Mandeville Stadium and at Secondary schools in festivals.

### **Parents**

Parents are encouraged to involve themselves if they have a particular expertise in a sporting area. DBS or equivalent for all staff/coaches working with children. Parents are encouraged to attend sports day, support in transport to and from festivals and events. They participate in parent voice on questionnaires periodically.

### **Health and safety**

Health and good safe practice is always emphasised in each environment including handling equipment. Appropriate clothing is essential and a child's attire is checked by the teacher before the PE activity.

### **PE kit**

- School tee-shirt and shorts will be worn. Outside in the colder months, black leggings/ track bottoms and a Whitchurch hoody. Trainers will be worn outside, plain black/white. Black plimsolls are worn for inside PE but children will be barefoot for gymnastic lessons. This aids good foot exercise and growth and a feel for the apparatus and floor. Teachers can also see good foot posture and poise to assess.
- Teachers will send polite reminders of children who fail to wear PE kit.
- Veruccas – If a child has a verucca, cover with a barrier gel and a plaster. Under extreme cases or a medical condition that stops the child from being in bare feet, a verucca sock or plimsolls may be worn for a short time. A covering letter from the parents, is needed and monitored to ensure they are back to bare feet for indoor PE as soon as possible.
- Long hair should always be tied back to prevent entanglement in apparatus and to prevent obscuring vision.
- No jewellery should be worn for any active participation. New stud earrings that cannot be taken out must be covered with a plaster/tape.
- Wearing of sensory aids such as spectacles or hearing aids will be determined by the nature of the activity (activities involving physical contact, it would not be appropriate) Use a balanced judgement whether wearing item is of less or greater risk to wearer.
- Children should be made aware of the increasing need for personal hygiene in relation to vigorous physical activity.

### **Using equipment**

- Children should always be mindful of others and their environment.
- Children must be taught to listen carefully to, and respond to, instructions.
- The importance of following relevant rules, laws, codes and safety procedures must be constantly stressed.
- Children must be taught procedures for the safe handling of equipment.

- Opportunities should be provided for warm-up and recovery from exercise.
- 4 or more children to hold a floor mat or piece of equipment and taught by a teacher how to lift and move together with a leader giving instructions.
- Wall Bars – Key Stage one will not be allowed to climb to the full height. We will use braids to indicate the maximum point. Ensure wall bars are put back as instructed as shown in staff meetings. Make sure the ladders are put away on the inside, so they are securely inside the wall bar unit when not in use. Teachers carefully consider use of mats, to ensure children are safe at all times. Mats are only put down when you want pupil to jump down from equipment.
- All staff are trained to use resources safely
- Conventions of fair play, honest competition and good sporting behaviour will be stressed
- Fitness trail to use according to rules set put. All children are clear of the rules.

Head rolls and handstands - in PE head rolls and handstands are taught as PE guidelines.

- No headstands in play or lunchtimes
- Handstands are not permitted on the playground at any time. In the summer term when the children are on the field, a designated area will be set aside for handstands to be performed safely. Shorts will be worn under their school dresses when participating.

### **Weather**

It is encouraged for PE lessons to be outside in all seasons unless the weather is inappropriate. So correct PE kit is essential.

### **Hygiene**

Children are taught about body changes that occur when they exercise. They learn to recognise short and long term effects on their body during exercise. If tights are worn, socks need to be provided to change into for PE and an extra pair if needed.

### **Staff**

Staff need to consider their own personal clothing, jewellery and footwear when teaching PE.

### **Differentiation**

The School uses the principle of STEP for adjusting lesson activities. Some children will need a different activity if focusing on a particular skill.

S = change space

T = change time allowed

E = change equipment and unfavoured hand/foot

P = change people

Coaching = personal and social skills developed.

### **Working as a team in mixed abilities**

Children will be encouraged to develop their own level of performance at whatever standard this may be. Individuals or groups of children will be set different tasks appropriate to their capabilities.

### **SEN**

We teach PE to all pupils, whatever their educational requirements. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and as inclusive as possible with a variety and choice of equipment.

Equal Opportunities apply to this area of the curriculum. Lesson plans can be tailored to their needs. Activities may be varied for children with physical disabilities but they are given opportunities and challenges equal to that of their peers.

In line with our Pupil Premium policy, children in receipt of Pupil Premium can be supported to pay for sports clubs and extra swimming lessons.

### **Gifted and Talented**

A child who is talented in PE will demonstrate an ability above that expected for their age group.

Children identified as talented in PE will be signposting to specific clubs to develop these skills. Lesson planning will also provide challenges for talented pupils and they will be given the opportunity to play leading roles in sporting events. We will support children who train within the school day and provide catch up for lessons missed.

### **Personal, Social and Health Education (PSHE) and Citizenship**

PE contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of playing sports, children learn to work effectively with other people and build up good relationships. PE is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public sports events are sometimes one of the most memorable things young people do at school.

- Sports clubs after school
- Children are encouraged to share their sport skills in selected assemblies
- Teams from each year group take part in a range of sporting competitions/festivals with the local community and other local schools
- The whole school is involved in Sports Day in the summer term.
- Community based events ie; maypole dancing
- Experiences of county athletics track competition and a x-country event in a country house setting.

### **After school clubs**

These are varied, extra-curriculum activities that give children experiences of sport to enjoy. These are run by qualified coaches, that do support our curriculum within school. Children can in smaller groups feel more confident to develop skills and are signposted to clubs that can further extend this. We have student voice to determine some of the clubs and liaise with S4A our afterschool provider regularly.

We promote walking to school and healthy lifestyles. We have a park the car and walk map to encourage this.

### **School Sports Partnership (SSP)**

Our school is a member of Mandeville School Partnership and as such has access to curriculum support, competitive opportunities for pupils, opportunities to be inspired by ambassadors and training for staff.

- Increase participation in high quality PE
- Increase participation in out of school hours learning
- Increase participation in high quality informal activity
- Increase in attainment and participation and achievement
- Increase in good behaviour and attitude
- Increase participation in high quality competitive and performance opportunities

- Increased involvement in community sport and quality of community life
- Use of neighbouring secondary schools as a festival base.

**Monitoring**

The Physical Education Policy is reviewed every three years. The PE programme is monitored by the PE Co-ordinator.