Carleton St Hilda's CE Primary School

Carleton St Hilda's Primary School PE Policy

Mission Statement

Our mission statement, 'Open hearts, open minds. Learning together with God.' underpins all the work that we do.

'I give you a new commandment. Love one another, as I have loved you.'
John 13:34

Rationale

At Carleton St Hilda's we believe that every child is a gift from God, and as such brings with them unique talents and characteristics which are to be nurtured and celebrated. Teaching and learning across all areas are set within a Christian context and our core set of Christian Values underpins our whole school curriculum as well as the daily life of the school.

This policy outlines the teaching, management and organisation of Physical Education (PE) at Carleton St Hilda's Primary School. All staff have been involved in drawing up this policy and its implementation is the responsibility of all teaching staff.

National Curriculum

National Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Carleton St Hilda's.

Intent

To support our whole school curriculum intent in PE, we aim to provide children with high quality physical education which enthuses and inspires pupils to participate fully, and develop a life-long love of physical activity, sport and exercise. We ensure children attain optimum physical and emotional development and good health. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes a positive attitude towards a healthy lifestyle. We want children to acquire the skills, knowledge and understanding that they need to become physically literate, leading to the development of a healthy and active lifestyle. We teach children skills to keep them safe such as being able to swim. In addition to this, we teach children how to cooperate and collaborate with others

as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Carleton St Hilda's Primary School, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes. Through well-planned, high-quality PE and sports teaching, both in the curriculum and as part of extracurricular provision, we seek to ensure that all children show resilience and have self-esteem to succeed. This will enable children to make informed choices about physical activities throughout their lives.

At Carleton St Hilda's Primary School, our aim is for all children to:

- use PE to develop their understanding of competition, including: fair play, sportsmanship, team work, passion and playing within the rules.
- have a positive relationship to physical health, activity and personal wellbeing.
- be able to review, analyse and evaluate their own and others' strengths and weaknesses.
- be able to involve others and motivate people around them to perform.
- be able to see all new challenges as opportunities to learn and develop.
- be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.
- be able to perform a variety of skills consistently and effectively in challenging or competitive situations.

Implementation
P.E is taught at Carleton St Hilda's Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. With our committed staff, the children will receive high quality PE lessons which are mapped out in broad and balanced blocks using the Lancashire PE Scheme of work. The PE passport framework is in line with the National Curriculum and supports teachers with their subject knowledge and the delivery of PE. The key knowledge and skills of each topic are mapped across each year group to ensure that children develop their knowledge of games, dance and gymnastics, and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:
• 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.
• engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
• apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
• enjoy communicating, collaborating and competing with each other.
• develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross-curricular links, as well as the context of the school (including school and local grounds and access to facilities). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. In addition to this, our extensive extra-curricular provision provides further challenge and access to a range of physical activity. Children will have the opportunities to participate in a wealth of competitions through inter-house competitions within the school, inter-school competition through the School Sports Partnership and the School Games programme. Teachers, together with the PE coordinator, help to coordinate the Playground Leaders and Sports Leaders – pupils who provide additional sporting opportunities on the playgrounds each day. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual

needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a string focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

Swimming is taught in Years 4 and 5, with each year group spending 2 terms each at the pool, in order to achieve the required distance of 25m.

EYFS

In the early years foundation stage (EYFS), children are taught fundamental movement skills. EYFS recognise the importance of physical development as a key area of learning. There are two strands under Physical Development: 'Moving and Handling' and 'Health and Self-care'. Children in the early years enjoy energetic play in the outdoor learning area daily. They have access to two PE lessons each week which have a physical development focus. The purpose of these lessons is to prepare the children for Year 1 as well as giving the children the opportunity to learn and practise fundamental movement skills. They participate in activities where they can practise moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

Progression of skills

Early Years Foundation Stage (EYFS) – The intent in the Foundation Stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key skills that they will give children, along with other skills, opportunities to develop.

Key Stage 1 – (Year 1 Baseline)

The intent in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline teachers design/adapt the PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1

The intent during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children how to apply these skills in a context. The children develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

End of Key Stage 1

The intent at the end of KS1 is to test the children's 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have mastered. This information can then be shared with the year 3 teacher.

Lower Key Stage 2

The intent at year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games (Target, Invasion, Net/Wall, Target and Striking and Fielding.) The intent at year 3 and 4 in dance and

gymnastics is to develop children's performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

Upper Key Stage 2

The intent at year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides.i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The intent at year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

In Key Stage 2, all the children will also be exposed to striking and fielding, athletics and rounders. As well as this, they take part in O A A within school and outside of school whether that be for one day or a few days. We will take the children to the Lake District where they will take part in activities such as Ghyll Scrambling, kayaking and climbing.

School Sports Funding

The Government provides each primary school throughout England with additional funding, which is to be spent on improving the sports provision in schools. At Carleton St Hilda's Primary, we believe a high-quality PE offer should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to.

We liaise with the School Sports Partnership and Fleetwood Town FC, who provide curriculum coaching and delivery in the EYFS, KS1 and KS2. They also deliver specialist after school clubs; however, this is at the school's discretion. We choose clubs carefully, to suit the needs of the children in our care, and to ensure children in all year groups are being provided for, exposing them to a variety of sporting opportunities. Please see our 'School Information' page and click on the PE & Sports Premium document to find out more.

Impact

The aim is that our extensive PE curriculum will impact greatly on our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. The children's PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised, and they will have been given opportunities to develop these into more complex processes. The curriculum will develop positive self-awareness in children as they become physically competent; demonstrating a healthy attitude to competition, showing respect for individuals, teams, officials and coaches. They also will show a willingness to attend after school clubs and competitive sporting events and even the least confident children are keen to take part.

Assessment

Assessment in PE is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons. At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children are and save these on the school's PE PASSPORT app:

- working above the age-related expectations (Gold)
- working at the age-related expectations (Silver)
- working towards the age-related expectations (Bronze)

These judgements will be made in line with the Long-Term Curriculum Plan and Core Task assessments that are used. Key learning for specific stages of learning are available to staff. Each child will also have their

own passport within the app, where staff can store images, comments, videos and much more in order to provide a record of each child's achievements and next steps. Teachers will also use the app to upload photographs and videos to provide evidence for objectives being taught for an individual child or group of children.

Swimming is assessed annually to ensure children can swim competently, confidently and proficiently over a distance of at least 25 metres.

Curriculum

Early Years Foundation Stage

We encourage the physical development of our children in Reception, as an integral part of their work. The Reception classes are part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are:

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination 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.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

Key stage 1

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.

Key stage 2

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.

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

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Differentiation

For effective differentiation in PE, teachers at Carleton St Hilda's Primary School are encouraged to imbed the principle of STEP for differentiating activities and to encourage pupils to understand and challenge themselves in their own learning.

S- change the **S**pace available.

T- change the **T**ime allowed

E- change the **E**quipment e.g. softer/larger balls, different sized bats etc.

P- change the **P**eople e.g. size of the groups.

Special needs provision

PE lessons are planned and differentiated by the class teachers, to ensure that children who have specific learning difficulties can access the curriculum. Children are encouraged to take part whenever possible through differentiated activity, which effectively, safely and sensitively targets their needs.

Equal opportunities

At Carleton St Hilda's Primary we believe it is important that all children have the opportunity to develop in physical education within the curriculum and through extra-curricular activities, so that they can make the maximum possible progress. It is the responsibility of the teachers to ensure that all pupils, irrespective of gender, religion, learning or physical ability, race, culture, ethnicity and social circumstances, have access to the curriculum. PE lessons should aim to provide quality experiences, which challenge all children.

Health and safety

The importance of safety in PE is stressed immediately when pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, PE hall and playground. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. As a school we will follow Lancashire County Council Health and Safety Guidance.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing.

- Indoor: Plain black shorts, plain white T. Shirt (no logos or pictures), or Plain white T. Shirt with school logo. Black plimsolls or black/white trainers and the greed hooded top with school logo.
- Outdoor: Plain black track suit bottoms, green hooded top with school logo and black or white trainers.
- Swimming: Swimming costume, swimming hat and towel (goggles are optional)
- Personal effects, such as watches/jewellery should always be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and visually monitor the group. If they cannot be removed staff, parents or children are expected to apply plasters before the lesson.

Long hair worn by both staff and pupils should always be tied back. Disclaimers from parents about the wearing of any item of jewellery for participation in PE by a pupil will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters. Staff should always endeavour to change or come dressed for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Missing PE

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter or a phone call should be received by the school explaining why. The child should then, if possible, observe and support with roles during the lesson so they are aware of and understand the learning taking place for future lessons.

Accidents

If an accident occurs appropriate first aid will be applied and the incident will be written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting coaches. These can include before school, lunchtime or after school opportunities. We look to provide a wide range of sporting opportunities and experiences and recognise the value this has in promoting healthy lifestyle choices. We also see this as a key goal in providing the opportunity for children to explore different sports and finding the sports and activities which appeal to them.

Coaches

The school, at times, uses coaches to provide extra-curricular opportunities, provide interventions (catch up sessions for pupils) and occasionally team-teach in lessons (helping to up-skill and support teachers). All coaches are DBS checked as well as having their sporting qualifications checked by the school.

Competition

The school hold various competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year against other local schools including inclusive sporting events. We do look to provide as many competitive opportunities as possible and see the value in introducing the children to a wide range of different sports and sporting experiences.

Organisation, Planning and Resources

PE equipment is stored in the PE cupboards in the main hall. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered.

Role of the Subject Leader

The role of the Subject Leader is to provide leadership and direction for their subject area and ensure that it is managed and organised to meet the aims and objectives of the National Curriculum as well as those of the school. The Subject Leader, in conjunction with the Senior Leadership Team, has the responsibility for securing high standards of teaching and learning in their subject area as well as playing a major role in the development of school policy and practice. Throughout their monitoring activities, the Subject Leader ensures that practices improve the quality of education provided, meet the needs of all children, raise standards of achievement across the school as well as raising the aspirations of all children. The Subject Leader should liaise with the SENCO to ensure that children with special educational needs are able to fulfil their full potential within the curriculum. The Subject Leader plays a key role in supporting and motivating teachers, and other staff, across the school. The Subject Leader should lead by example, by setting high standards in their own teaching. Subject Leaders are allocated time to monitor their subject areas. These times include staff meeting time, twilight CPD sessions and non-contact time within the school day. Monitoring activities include:

- Observing lessons
- Work samples
- Talking to staff
- Talking to pupils
- Monitoring planning
- Analysing data
- Auditing resources

The Subject Leader identifies needs in their own subject area and recognises that these must be considered in relation to the overall needs of the school. The Subject Leader must understand how their subject area contributes to whole school priorities and to the overall education and achievements of all pupils.

Staff Development

Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the PE Lead and will be done in conjunction with the whole school development plan. The PE Lead will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE and therefore directly impact on the outcomes for children.

Overall Aim

We actively encourage the children at our school to be unique, creative, independent and open-minded individuals who respect themselves and others in our school, the local community and across the wider world. Our aim is to nurture our children on their journey through primary school so that they can grow into caring, democratic, responsible and tolerant adults who can, and will make, a positive difference to society across Britain and the world