

# Willerby Carr Lane

Primary School



## Physical Education Policy

### POLICY MANAGEMENT

<b>Approved by</b>	Full Governing Body
<b>Date approved</b>	Spring 2023
<b>Effective date</b>	
<b>Next review date</b>	Spring 2026
<b>Version Control</b>	The most up to date version of this document is held on the school's intranet

## Purpose

Physical education in school is essential to the development of motor skills (both gross and fine) and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body and good posture. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. By giving pupils the opportunities to compete in sport and other physical activities it enables pupils to build character and help embed values such as fairness and respect.

## Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of physical education:

- For all children to become physically literate and understand the need to stay active in order to maintain a healthy body.
- To give regular opportunities to improve on and evaluate performance in particular area of physical activity
- To provide a safe supportive environment for a broad, balanced programme of physical education in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children, including those with SEND, to participate and enjoy success.
- To provide a variety experiences that cater to all preferences and strengths and the needs of all pupils.
- To provide the opportunity for mass participation, personal challenge and excellence
- To encourage children to adopt the key sporting qualities as set out by the School Sports Partnership.



## Making Physical education Relevant

At Willerby Carr Lane Primary School, we ensure that physical education is diverse in covering the areas of games, dance, athletics, gymnastics, fitness and exercise, orienteering and problem-solving, outdoor and adventurous, and swimming.

It is aimed at all children. It provides for mass participation and enjoyment for all whilst also providing challenge, success and competition for all up to and including, sporting excellence.

Obesity is a growing national problem and we aim to set all our pupils on a life-long pathway where they enjoy P.E. and develop their own fitness and health. Where necessary, we will work with individual pupils to address any disenchantment they may have towards P.E.

## Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children's development of physical education and health and fitness. We aim to make best use of our own facilities and those nearby:

- We have invested significantly in an all-weather Multi-Use Games Area which meets international standards for netball.
- We make use of our nearby Local Authority Swimming Pool at Haltemprice Leisure Centre for swimming lessons. Due to its proximity, we have trained our own staff in swimming coaching so that they can provide extra swimming lessons to children who are not on track to meet the aims for swimming and water safety as set out in the National Curriculum.
- We have a large field with a four hundred metre perimeter which we use for our Marathon Club.
- We have installed outdoor table tennis tables, a large outdoor gym as well as climbing equipment, for children to access during playtimes.
- Our diverse grounds are used to support orienteering and problem solving.

We are a highly active member of the East Riding School Sport Partnership which provides frequent, rich and diverse opportunities for competitive and inclusive sport.

## Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in our Complete PE scheme. The scheme sets out in detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The progression in teaching from one year to the next
- The associated key vocabulary children are expected to learn and understand
- Adaptable individual lesson plans

Our curriculum is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

## Curriculum Implementation

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.

All pupils in KS1 and KS2 receive 2 hours of PE each week during the normal school timetable. In KS1, PE is delivered by the class teacher. In KS2, 1 hour of PE is delivered by the class teacher and 1 hour is delivered by a specialist HLTA.

Swimming is taught in Year 4 by swimming coaches from the Local Authority working in partnership with school staff who have been trained in swimming coaching. Where possible we also provide pre-teaching swimming lessons to non-swimmers during a lunchtime club, in preparation for their Local Authority block of lessons.

At Willerby Carr Lane we supplement our allocation of 2 hours PE curriculum time each week, with a wide range of sports clubs that are run at lunch times and after school. These clubs are run by school teachers, teaching assistants employed for extra sports provision and outside sports providers. Most of these clubs are free; some outside clubs have a fee payable. Clubs on offer during a typical week might include: netball, football (boys/ girls/ mixed), rugby, multi-skills, marathon, athletics, dodgeball, cricket.

Through high quality PE teaching, pupils:

- fully understand how to use their bodies to achieve high quality movement and game play across the strands of PE. They will have the instincts to move and play safely and also have the physical dexterity and stamina to refine and perform to a high standard.
- learn and apply skills and can use this creatively in movement and instinctively in game play.
- are critical; evaluate their performance and the performance of others to improve.
- understand the importance of rules and staying safe in the field of PE.

Lesson design is consistent across the school.

- each unit should be taught in a manner which is immediately understandable to the pupils.
- main teaching points will be: Skills, Vocabulary, Safety, Rules, Outcome.
- teaching points are delivered step by step building towards a final outcome (eg: basic throwing/catching...passing/receiving...small game play/races...a game!)
- on starting a unit there should be a reminder of the skills learned in previous units.

Children are taught to:

- develop stamina and perseverance to perform well.
- work together with others and learn key values of cooperation, tolerance and sharing whether it is in a game, a dance or movement.
- lead and coach others.
- work alone at times; in pairs as well as part of a team in all strands of PE.
- discuss and evaluate in all forms of PE with the same aim: to improve!
- respond to critique and evaluation in order to improve performance.

Sports Days are organised as follows:

- Carousel of Activities sports day morning: the whole school organised into family teams with children from EYFS to Year 6. Diverse range of activities which all children take part in relays.
- Infant Sport day afternoon with traditional races such as egg and spoon, skipping etc
- Junior Sport day afternoon with traditional races such as obstacle race, relay race etc

## Physical Education in the Foundation Stage

The children in the Foundation Stage are exposed to elements of PE on a daily basis through their on-going provision. Examples are:

- Developing gross motor skills:
  - Climbing frame, low balance items, scooters and balance bikes
  - Bean bags, hoops, balls, parachute etc.
  - Planks, crates etc
  - Everyday objects for transporting e.g.: tyres, crates, blocks, bricks, large boxes, balls and beanbags.
  - Opportunities for self-expression through physical activity, music, dance, small world and role play.
- Developing fine motor skills:
  - Construction e.g.: clay, construction sets, threading, puzzles, wooden blocks, small world toys, tweezers etc.
  - Threading, stacking, loose parts play, nuts and bolts, peg boards etc.
  - Clay, play-dough, Disco Dough and food technology activities, drawing, painting, collage, model making and simple cutting and shaping tools.
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## Cross Curricular Opportunities

The content and positioning of physical education units is designed to develop a coherent and progressive physical education curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas. Possible opportunities include:

- English: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work.
- Maths: Elements of problem solving are approached through orienteering, problem solving, and creating new games. Dance and gymnastics also extend opportunities for shape and pattern.
- At Key Stage 1 number work is evident through practical games and warm up tasks.
- Personal, Social and Health Education; and Citizenship (P.S.H.C.E.): Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations. PE, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PE can also be an important part of helping to raise children's confidence and self-esteem. The structure of our Physical Education curriculum and out of hours clubs expects children to work with all children irrespective of race, sex or ability. This

enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

## **Assessment, Recording and Reporting**

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

## **Health and Safety**

In Physical Activity general teaching requirements for health and safety apply.

For reasons of hygiene children must change for all PE and games lessons. Stud earrings must be removed. Where earrings cannot be removed, i.e. during the eight week period following the date of piercing, parents should provide tape to cover them. Hair should be tied back. Teachers are expected to lead by example and also wear appropriate clothing.

The school uniform policy details the kit that children should wear for P.E.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by teachers prior to using it. The children are also encouraged to consider their own safety and the safety of others.

There is a general off-site risk assessment form for all off-site competitions which is completed and signed-off by organising staff. Swimming risk assessments are reviewed by staff annually.

ALL medication should be taken in a central bag for any off-site activity. Staff attending after school events will adhere to pupil/teacher ratios and will always take a first aid kit. Any medication needed is the child's responsibility to obtain but staff MUST check that they have it close to hand.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down. Appropriate clothing must be worn including footwear.

All gymnastics lessons follow the structure of a warm up routine, floor-work, skill development/apparatus and a cool down. Gymnastics should be done barefoot.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down. Dance should be done barefoot.

All fitness lessons should include an inclusive warm-up followed by regular intense activity and a cool down. Fitness should be done barefoot.

Football requires the use of shin pads if studs are being used.

## Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

The Physical Education curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows: Modifying activities – changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc. Parallel activities – children work on similar activities alongside each other, therefore succeeding to their own ability. Separate activities – in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development. For children that require medication (for example inhalers) these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration.

In Year 5 & Year 6 boys and girls can change in separate rooms. The school is sensitive to any requirements of modesty required by a particular faith. Kit can be adapted to cover arms and legs and head if required. Alterations to kit however must match the colour scheme and must not compromise the Health and safety of the child wearing it.

## Role of the Subject Leader

The physical education subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in physical education and disseminating information to the rest of the teaching staff.