

Hazel Slade Primary Academy



Physical Education Policy

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1. Introduction

At Hazel Slade Primary Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in PE. PE in our school focuses on the development and exploration of physical skills, developing confidence in a way which also supports their health and fitness. We intend to develop children's knowledge, skills and understanding of PE, so that they can perform with increasing competence and confidence in a range of physical activities. In addition, we intend to promote an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We intend to enable children to make informed choices about physical activity throughout their lives.

2. Curriculum Statement

Intent

The whole school PE plan offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied to specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. Swimming is an important life skill, and we aspire for all children to leave our school being able to swim at least 25 metres.

Implementation

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned to ensure that children are given the opportunity to practise existing skills and build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Formative assessments are used after each skill set which teachers can review and update after each week if necessary, recording the children's achievement.

- We provide challenging and enjoyable learning through a range of sporting activities including invasion games, net and wall games, strike and field games, gymnastics, dance and swimming.
- Children participate in one PE lesson each week, covering on sporting activity every half term.
- Our long-term overview sets out the PE units/activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met.
- We use and adapt a scheme of learning from PE passport to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive.
- Our assessment for learning comes through our scheme which we complete during or after each PE lesson to ensure our data is accurate and up-to-date.
- The emphasis of our PE curriculum is inclusive for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.

- A swimming pool will be delivered to school during Summer term for a three week period, where children in KS2 can access lessons. For any children who need additional, top up swimming lessons then this will be provided.
- We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year.
- All KS2 children participate in the daily mile to promote health, fitness, mental wellbeing and personal challenge and resilience. Children can compare their performance with previous ones and strive to improve their personal best.

3. Impact

Each unit of our curriculum is mapped to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Attainment and progress can be measured using our assessment tool on PE passport. Using our PE scheme we should see an increase in the profile of sport, PE and physical activity across the school. With technical PE vocabulary spoken and used by all learners, the learning environment will be more consistent across both key stages. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing. We aspire for all children to enjoy PE and develop a love of sport and physical activity, which hopefully becomes part of their future life outside of Primary School. In PE, we also measure impact by:

- Regular learning walks
- Pupil questionnaires once per year
- PE Premium spend analysis
- Assessment data
- Photo records of children's practical work

4. Teaching and Learning

Our lessons are mapped out to ensure that children participate in a range of activities and evaluate their own performance. Our planning ensures time is effectively managed to ensure lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time. At Hazel Slade a typical lesson would consist of:

- a) warm up
- b) main session which includes questions and answers, demonstrations of skills and practising of the skill in different scenarios
- c) game session which includes using the learnt skill in a game and being competitive
- d) cool down
- e) conclusion where children can self assess

5. Assessment

Assessment of PE is ongoing. Formative and summative assessments are used during lessons to accurately meet the needs of the pupils. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are fully inclusive of the children's needs and physical ability.

6. Resources

PE equipment is stored safely in the PE cupboard in the school hall, children are not allowed in the PE cupboard. The cupboard is regularly checked by the PE leader to ensure it is tidy and organised. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered.

7. Organisation

Under the 2014 PE curriculum, PE is a statutory subject and although there is no statutory requirement for time spent engaging in PE lessons, Hazel Slade is working towards the DfE recommendation of 2 hours per week. Pupils have one PE lesson per week, this is often supplemented through additional physical activities.

At Hazel Slade, children will attend swimming lessons at school during the Summer term. A swimming pool and trained teacher will provide lessons on site.

8. EYFS

We recognise the importance of physical development in the Early Years as a key area of learning. There are two strands under physical development: moving and handling and health and self-care.

- Moving and handling – children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in EYFS access time and space to enjoy energetic play daily, using an outdoor space and different equipment. Children in EYFS have physical development time where they can develop their movement skills through games with beanbags, cones, balls and hoops.

9. KS1/KS2

In KS1 our children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Children should learn to engage in competition both against themselves or in groups and learn to co-operate with team members to improve their game.

In KS2 our children should continue to implement 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 movements. Children should improve their ability to communicate, collaborate and compete with each other learning to take the wins with the loses. Children should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

10. Equal Opportunities and Inclusion

Children at Hazel Slade are provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. Our PE lessons aim to provide a quality experience which challenge all children. Consideration will be given to those children with special educational needs, whether they have disabilities or a particular talent. We will respond to an individual's requirements for curriculum access through differentiation of tasks.

11. Role of Subject Leader

The subject leader will aim to:

- Monitor teaching and learning throughout the school.
- Keep up to date with new learning and inform staff.

- Support colleagues with new scheme of learning which will act as a basis for teaching.
- Aim for excellent teaching competency across the school.
- Ensure that PE resources are available and appropriate to the needs of the staff.
- Audit resources regularly and take overall responsibility for equipment and resources.
- Ensure all children have the opportunity to engage in extracurricular activities to develop skills further.
- Assist with record keeping and assessment of the subject.

12. Health and Safety

We always encourage children to consider the health and safety of themselves and others. To minimise risk or injury children should:

- Dress appropriately in school PE kit, including appropriate footwear.
- No jewellery should be worn in PE lessons and hair should be tied up.
- Children will be trained to lift and carry equipment safely and under adult supervision.
- Any damage to PE equipment should be reported as soon as possible.
- PE equipment is checked annually by Sports Safe UK

13. PE Kit

Children must wear appropriate kit when taking part in PE. Dark shorts/jogging bottoms, a polo shirt and sensible footwear are required to take part in PE lessons. Children can wear kit to school on their PE days as it gives the children more time in their PE lesson. This also helps minimise the number of non-participants.

14. Jewellery and Hair

Wearing jewellery is not permitted during PE lessons, children should remove all jewellery before lessons. Pupils should tie hair up on PE days.

15. Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weathers as possible. Classes are timetabled a hall slot so if the weather is bad children can use the hall. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

16. Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in UKS2.

17. Staff Dress

It is important that staff should consider their own and their pupil's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

18. Monitoring and Evaluation

It is the responsibility of our governing body to monitor the effectiveness of this Physical Education policy.

This policy will be reviewed annually.

Next Review September 2024