



Fladbury
Church of England First School

Physical Education Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Every 4 years
Staff Lead:	J Pemberton
Date of Approval:	June 2022
Review date:	June 2026

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

John 10:10, "I came that you may have life and have it to the full.

Introduction

Throughout Physical Education at Fladbury First School, children will develop fundamental movement skills and become increasingly confident to access opportunities to develop their agility, balance and co-ordination. Children continue to build upon these skills and learn how to use them in different ways throughout their primary education. Children have the opportunity to develop their understanding of how their bodies change during exercise and how to live a healthy lifestyle.

Throughout the P.E learning, pupils will:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Intent

The school's senior leadership team will lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. They will ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. In addition, they will provide sufficient funding to ensure that implementation is high quality.

The curriculum Leader will Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. They will ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as athletes. Alongside this, they will also ensure an appropriate progression of skills is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling athletes and extend more competent athletes. The curriculum leader will also make sure that appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

Class teachers will create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. They will personally pursue support for any particular subject knowledge and skills gaps prior to teaching. Class teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct equipment. Finally, all class teachers and support staff will encourage all children to complete a daily mile and be active during break and lunch times.

Implementation

Our teaching sequences will:

- Contain a variety of warm ups – children to develop their knowledge of why this is important and how their bodies start to change.
- Review most recent learning in PE.
- Demonstration of skills including key teaching steps and key vocabulary. Explain key vocabulary and the meaning to children.
- Explore using different equipment to perform the skill.
- Provide opportunities for the children to work interactively.
- Provide opportunities for children to critically review their own work and that of others.
- Cool down – children to develop their knowledge of why this is important.

Our classrooms will:

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include high quality WAGOLs, including skills, and carefully chosen vocabulary, which are regularly updated.
- Promote a healthy lifestyle within the classroom.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.

Our children will be:

- Engaged because they are challenged by the curriculum which they are provided with.

- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work because they know how to be successful.
- Safe and happy in P.E lessons which give them opportunities to explore their own creative development.
- Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge.
- Able to talk about how to perform a variety of skills.

Impact

Our pupil voice will show a progression of understanding, with appropriate vocabulary which supports and extends understanding. Children will be confident in discussing and identifying their own strengths and areas for development. Children will be given opportunities to apply the skills they have learnt to competitive competitions.

Displays around the school will show a varied and engaging curriculum which develops a range of skills. They will also show clear progression of skills in line with expectations set out in the progression grids and developed and final pieces of work which showcase the skills learned.

The curriculum leader will:

- Celebrate the successes of pupils through planned displays.
- They will also collate appropriate evidence over time which evidences that pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive by utilising the Primary Sports Grant affectively.
- Recognise competent athletes and encouraging them to pursue out of school sports
- Complete the PE Sports premium impact statement

Aims:

The consistent delivery of high quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities.

- Develop knowledge, skills and understanding across a broad range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities.
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To promote safe practice in all sports and activities.
- To use sport to build pupils self-confidence and self-esteem.
- To encourage involvement in extra-curricular sporting activities and develop community and club links
- Increase participation in competitive sports both in and out of School.
- To develop Staff competence and confidence in the delivery of high-quality PE lessons

Health and Safety issues

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with Risk Assessments and safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff need to be aware of pupils who have SEN with regards to physical activity and make special provision for needs where appropriate.
- Staff need to be aware of pupils with physical and medical needs and make adaptations where necessary e.g. physical disability, asthma.
- Staff know about the safe practices involved in using different apparatus.
- Correct use of equipment is taught along with any potential hazards.
- Pupils are taught to always consider their own safety and that of others.
- Gymnastics apparatus is safety assessed using an external agency.
- Pupils must remove all jewellery, wear appropriate clothing, tie long hair back. Pupils must have appropriate footwear however pupils may be asked to remove socks and shoes for dance and gymnastics.

- Equipment is stored and moved appropriately.
- Most staff are first aid trained and ensure that there is always access to first aid supplies.

Staff teaching or attending PE should wear appropriate clothing in navy or black. They should also consider their own and pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of PE.

Risk Assessments must be completed for all school sporting trips and submitted to the Head Teacher for approval before the visit can go ahead. The risk assessment for the outdoor adventure trip to Malvern Outdoor Centre must be completed and submitted to Evolve.

Our PE Curriculum

The PE Curriculum is organised on a subject basis outside the main topic framework of the curriculum (although dance activities may be related to topic work). PE is a firmly timetabled element of the curriculum because of the need to use hall or outdoor space. PE is taught throughout the school year but not all areas of activity are covered each term. Within this framework each class spends approximately 2 hours per week on Physical Education covering games, gymnastics, dance and athletics. Both KS1 and KS2 also have 1 full term of 30 minutes swimming tuition per week.

Part of the outdoor and adventurous curriculum is delivered through the summer term when each class will get regular opportunities to go bell boating on the River Avon. This includes all children in Reception, KS1 and KS2. Outdoor and adventurous activities are covered in depth in Year 3/4 when they spend 3 days at Malvern Hills Outdoor Centre.

The PE Curriculum at Fladbury First School covers the National Curriculum Programmes of Study in PE, as stipulated in the PE National Curriculum 2014 document. Activities taught at Fladbury First School are:

- Dance
- Gymnastics
- Fundamental Movement Skills
- Games
- Athletics
- Swimming
- Outdoor and Adventurous Activities

Physical Education Scheme of Work

Teachers can choose to use the Val Sabin Gymnastics and Games manuals for lesson planning and resources.

Assessment

The main purposes of our assessment is to provide information to help pupils improve and to evaluate effectiveness.

The teachers include assessment naturally in their teaching by -

- observing
- talking
- listening
- asking questions
- setting tasks
- selecting examples of work

They then make decisions and judgements using these strategies based on some form of evidence.. Children will be levelled as either Working Towards, Working at or Exceeding in accordance with Age Related Expectations as per the PE Assessment Grid for each unity taught. Swimming will be assessed by the swimming instructors and class teachers at Evesham Leisure Centre.

Feedback to Pupils about their own progress in PE is achieved:

- Through discussion between child and teacher in the context of the PE lesson.
- Through the children discussing each other's work.
- Through the children using the iPad for both movement images and still poses, to assess their performance allowing them to watch it back.

Equal Opportunities

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of physical activity. For pupils with disabilities or health conditions we will adapt activities to suit their individual needs. Where appropriate, this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity, or setting a challenge appropriate to their skill level

PE Kit

We ask that all pupils change for PE and wear the PE kit suggested by school. This includes:

Summer and Indoor Kit

- Navy t-shirt
- Black or Navy shorts
- Trainers or black PE pumps

Winter Outdoor Kit

- Navy t-shirt
- Black or Navy jogging bottoms
- Black or navy tracksuit jumper
- Trainers or black PE pumps

School shoes are not permitted to be worn. We will always endeavour to provide spare kit for pupils cannot access their own designated school PE kit, to ensure that children do not miss PE lessons.

All teachers must ensure that children tie long hair back and remove all personal effects including jewellery. In the event of new piercings (less than 6 weeks) if a child is unable to remove them then they must bring in their own tape to cover the piercing. Staff are not required to remove or tape up earrings for pupils. Pupils should come ready for the lesson, preferably with earrings removed or adequately taped (*AfPE 2020*).

After School Clubs

The school offers a range of after-school activities including multi-skills, netball, and bell-boating.

Specialist coaches are also asked to come along occasionally to teach the children. Sports Challenge Ltd currently deliver a multi-skills club afterschool on a Wednesday.

The children are given the opportunity to play matches against other schools. Emphasis is placed on participation and all children are given the chance to play.