



For every child to reach their potential and 'live life in all its fullness.' John 10:10.

Name of Policy: Physical Education

Policy Written: September 2019

Policy Reviewed:

September 2021	Continued implementation of a bespoke Scheme of Work written by the school.
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Next Review Date: September 2022

Intent:

Physical Education at Hindsford CE Primary School is a highly valued area of the curriculum. At Hindsford, we strive to provide:

- a high-quality physical education curriculum which inspires all learners to succeed and excel in competitive sport and other physically-demanding activities.
- opportunities for pupils to become physically confident in a way which supports their health and fitness.
- a range of games, outdoor and adventurous activities, gymnastics, dance, and athletics, using indoor and outdoor environments for the children to participate in.
- opportunities to compete in sport and other activities in order to build character and help to embed values such as fairness and respect.
- an opportunity when the children are in Year2 & 6 to attend swimming sessions where tuition is given to pupils ranging from non-swimmers to more able pupils. (All children are required to be able to swim 25 metres).
- an opportunity, when the children are in Year 5 to attend a residential outdoor and adventurous course.
- feedback and guidance on performances which will support with the progression of a particular skill.
- encouragement for good sporting behaviour both as an individual participant, in a team or as a spectator.

Implementation:

The school has a bespoke PE Scheme that the school has written itself using consultants to support where needed. This was to ensure that there was a clear progression in skills and to make the planning of PE more precise and focused on the learning objectives. Teaching in PE is within the following 5 key areas for Years 1-6:

- Athletics
- Gymnastics
- Dance
- Team Games
- Outdoor Challenges

In Early Years, the school uses the Power of PE Scheme of Work which is organised via Themed Units of Work such as Dinosaurs, Superheroes and Pirates. This focuses specifically on the teaching and learning of key skills linked to supporting them in achieving their overall Early Learning Goal in Physical Development of: ***'Showing good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space' & 'Knowing the importance of good health of physical exercise.'***

At 40 – 60 Months in Moving & handling this will look like:

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Below is a copy of the long-term plan for Years 1 - 6.

With regard to the Games that the children will learn, across KS1 the children will have the opportunity to learn

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Dinosaurs	Winter & Christmas	Space	Growing	Superheroes	Pirates
	Each of these units consist of a six-week block of lessons follow the structure of: Lessons 1 & 2: Focus on Running, Jumping & Stopping & Finding a Finding a Sensible Space/Moving in Different Ways Lesson 3 & 4: Throwing, Catching & Transporting an Object Lessons 5 & 6: Playing Games					
Year 1	<u>Games</u> Football	Gymnastics	Dance	<u>Outdoor Challenges</u> Orienteering	<u>Games</u> Cricket	Athletics
Year 2	<u>Games</u> Football	Gymnastics	Dance	<u>Outdoor Challenges</u> Orienteering	<u>Games</u> Cricket	Athletics
Year 3	<u>Games</u> Basketball	Gymnastics	Dance	<u>Games</u> Badminton	<u>Games</u> Rounders	Athletics
Year 4	<u>Games</u> Basketball	Gymnastics	Dance	<u>Games</u> Tennis	<u>Games</u> Rounders	Athletics
Year 5	<u>Games</u> Netball	Gymnastics	Dance	<u>Outdoor Challenges</u> Cross country running	<u>Games</u> Hockey	Athletics
			<u>Outdoor Challenges</u> Canoeing Gill Scrambling High/Low Ropes			
Year 6	<u>Games</u> Netball	Gymnastics	Dance	<u>Outdoor Challenges</u> Cross country running	<u>Games</u> Hockey	Athletics
						Swimming

how to play and participate in:

- Football
- Cricket

In KS2, they will have the opportunity to learn how to play and participate in:

- Rounders
- Basketball
- Hockey
- Tennis
- Badminton
- Netball

Football and Cricket in KS2 will be offered as an afterschool club so that the children have the opportunity to build on their prior learning of these two sports from KS1. Both of these sports will also be offered at play and lunchtimes.

For children interested in Rugby, this will be offered by Wigan Warriors in an afterschool club during the Summer Term.

Each lesson is designed to take the children on a journey of:

Warm Up: During this session, the children will participate in different joint mobility exercises and stretches to loosen the joints and help prepare the muscles.

Warm Up Game (Recep of Previous Learning & Application): The children will participate in a carefully chosen game designed to encourage them to apply previous taught skills within the curriculum. This game will also be designed to help gradually increase the heart rate and circulation.

Teaching of a New Skill or Consolidating of a Skill: This part of the lesson is linked specifically to the Unit of Work and activities they are required to carry out within this unit. This can be anything from – How to throw a ball accurately, How to perform a one-point balance, How to stop safely when running, Learning the rules of a new game or sport or How to jump over a hurdle safely etc.

Application of New Skill: The children will participate in a game or activity that requires them to apply the new skill that they have just learnt.

Evaluating: This will be an opportunity for children to reflect on their own performance and the performance of others;

Cool Down: During this session, the children will participate in different joint mobility exercises and stretches to cool down their body and decrease their heart rate.

Evidence:

Evidence is collected in the form of:

- Teacher assessments made against the National Curriculum objectives at the end of each term.
- Photographic evidence highlighting areas covered and shown on the school website.
- Pupil Voice.
- Regular Lesson Observations.
- Learning Walks
- Feedback from Governor Deep Dive Days

Assessment:

Children are assessed on the learning objective for each lesson and then at the end of the unit, depending how many objectives they have achieved at a working towards, expected or exceeding level, an overall best fit level will be awarded. All assessment will be recorded on a matrix grid which will then be used to identify any whole class gaps in learning so that these can be addressed before the class move up to their next year group.

Additional Provision:

In addition to all of the above the school provides:

- A range of extra-curricular activities during chat and play, lunchtimes, free choice, after school clubs and holiday camps.
- Specialist coaches to enable the children to receive expert tuition in a range of sporting activities.
- Opportunities to take part in inter-school competitions.
- Occasional visits to live sporting events.

Impact:

The intended impact of the PE Curriculum is that the majority of children in each year group are working at or above the expected level for their age.

In addition, it is the intended impact that the children:

- are inspired by the PE Curriculum and want to learn more and try new sports.
- show the progression in their skills and their knowledge and understanding when participating / competing in different sports.
- can discuss their learning and remember what they have learnt.
- can identify some inspirational sporting people in different sports.

Equal Opportunities Statement:

All children have the same access to PE activities regardless of their gender, race or cultural background.

Special Educational Needs

In accordance with the Special Needs Policy, children with special educational needs will be included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Curriculum Lead and the SENCO. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Teaching Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

Higher Attainers:

Higher attaining pupils will be challenged through the differentiation embedded in each lesson. In addition to this, teachers may assign pupils a variety of roles to stretch their abilities. If a teacher notices a particular flair or a child shows an interest in a particular area of the curriculum they may be pointed towards an external club.

Health & Safety:

The Health and Safety of all children and staff is paramount to Hindsford.

Before a Lesson, all staff should be familiar with the school's **Health and Safety Policy** and specific **PE Risk Assessment**. Both of these documents are available on the school website and in the staff shared drive.

Safety & Accident Procedures:

In the event of an accident, the staff member should act in accordance with the schools Health and Safety Procedures. A list of First Aiders is available on the PE Display Board in the hall, along with a First Aid kit for

easy access. Any child requiring an inhaler, the teacher should be aware of this and take it into the lesson with them.

Clothing:

All children will be expected to arrive to school in their PE kit on their allocated day. Teachers should also wear suitable footwear and clothing as a good role model to show that appropriate clothing is needed for these activities. It is important that both the teacher's and child's footwear enables them to move quickly without risk of slipping.

Parents will be informed in writing, prior to the start of the academic year of the required dress code for PE.

Inside PE Lessons:

- Plain black shorts or leggings (over the knee)
- School t-shirt
- Suitable footwear (bare foot for gymnastics)
- School Hoodie (Optional)

Outdoor PE Lesson:

- T-shirt
- School Hoodie (Optional)
- Plain black shorts, leggings or tracksuit bottoms
- Suitable footwear

Jewellery:

Watches, earrings and any other form of jewellery should be removed. If these are unable to be removed, then plasters must be applied by the child or the parent/carer will be requested to come down to school to remove the earrings for the pupil.

Long hair, below shoulder length, is a safety hazard and must be tied back carefully.

Wet Weather Contingencies:

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. The decision to switch lessons indoors will remain with the teacher responsible for that lesson. Whenever possible the lesson content should be maintained. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.