



# **PE Policy 2023 - 2024**

**Effective Date: September 2022**

**Last Reviewed: June 2023**

**Reviewed by: Miss L Corke**

**Next Review Date: June 2024**

*'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.'*

DfE Statutory guidance

National curriculum in England: PE programmes of study

### Statement of Intent

At Moggerhanger Primary School we aim that all children should be provided with opportunities and encouraged to:

- Experience a wide range of physical activity, both competitive and non-competitive environments.
- Enable children to develop and explore physical skill with increasing control and coordination.
- Develop confidence and competence in performing a broad range of physical activities.
- Develop positive attitudes to physical activity, showing resilience and determination.
- Improve social and interpersonal skills such as communication, leadership and teamwork.
- Appreciate and respect the efforts of others, as well as their own.
- Respond positively to different challenges and feedback to establish resilience.
- Pursue habits and interests that promote a healthy lifestyle.
- Become increasingly aware of how physical activity affects the body.

### **Secondary School links**

Upper key stage 2 (years five and six) have the opportunity to use Sandy Secondary School for PE lessons, using the sports facilities and equipment. They will follow a KS3 style curriculum due to the space and equipment available as well as the use of having specialist teaching staff for the delivery. This will give UKS2 a broader curriculum opportunity, preparing them for secondary school PE and applying key skills learnt in previous years in a variety of differing opportunities. Within the partnership, all years will have more opportunities to attend sport events ensuring true competition is replicated to develop sportsmanship with other schools within the local area.

### Implementation through Teaching and Learning

- Early Years and Foundation Stage

We believe that young children learn through using all their senses by being active and interactive. Physical Development is one of the key areas in the Foundation Stage Curriculum. Activities provide children with opportunities to achieve the early learning goals and are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Staff provide children with a balance of opportunities for all round physical development. This is achieved through use of indoor and outdoor play, use of the small hall, playground and field as well as dedicated PE lesson time to further develop their physical literacy and ABCs (Agility, Balance and Coordination). A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

- Key Stage One

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, exploring and linking actions, improving coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment, continuing to develop gross motor skills and hand-eye coordination. They learn to refine skills in throwing, catching and kicking balls while working independently and cooperatively. They continue to develop agility, balance and coordination, achieving greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance. In addition to this, some children will start to identify and understand the short-term responses to exercise and physical activity.

- Key Stage Two

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts as well as winning. Children begin to sequence movements with greater complexity and develop poise and control over their actions. They become confident at evaluating their own performances and others and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body, both long and short term.

Year 3 to 6 children will be provided with swimming and water safety instruction, using the facilities and qualified instructors at the local swimming pool.

Year 3 to 6 children are given the opportunity to participate in outdoor and adventurous activity challenges by attending a residential trip led by qualified instructors.

### Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of PE.

#### **Spiritual development:**

- Explore, creativity through producing gymnastic and aerobics routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Questioning pupils throughout lessons – WHY, WHAT, WHERE, HOW and WHEN

#### **Moral development:**

- Promote fair play and teamwork in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Respect for their facilities and the environment they are active in
- Reward good behaviour
- Listening to teacher and peer feedback
- Promote trust with peers through team building activities

### **Social development:**

- Creating a sense of community in lessons
- Interact with the community through local sports events
- Encourage pupils to recognise and respect social differences and similarities
- Celebrate success both in and out of school
- Use of leaders lunchtime clubs and extra-curricular activities
- Encouraging extra-curricular activities (developing)
- Promoting teamwork throughout lessons

### **Cultural development:**

- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment

### British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. At Moggerhanger Primary we aim to promote British values through PE, by ensuring the children take into account the views of others in teams/groups and vote for outcomes during lesson time. They undertake safe practices, following class and games rules during PE lessons for the benefit of all. In PE children work within boundaries to make safe choices, with regards to participation and challenging activity. Children are encouraged to experience and talk about physical activity from different cultures and religious beliefs linked to whole school themes. In PE children will use dance to learn about different faiths, cultures, festivals and celebrations around the world, while reviewing each other's work respectfully across the board. Children are encouraged to work cohesively to help and support each other.

### School Values

At Moggerhanger Primary school we believe that our four values are key in shaping and creating well rounded individuals during PE lessons. Courage, to be brave in PE lessons, try something new and feel confident and comfortable to share ideas and learning. Excellence, to do your best. This looks different from student to student. We take pride at knowing our students and the level they are and encourage them to work to their top level as best they can. Determination, never giving up within PE lessons even if you or your team may not be winning. We keep going, we keep working hard and we keep showing resilience. Inspiration, reaching for the stars and always striving to do better, become better and succeed. Linking to this and our school values we have created a house system whereby students have competitions competing against others from other houses. This is especially, but not only, linked to sport, PE and sports day.



### Appropriate dress

We expect children to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Indoor sessions:

- Shorts
- T- shirt
- Bare feet

Outdoor sessions:

- T-shirts or sweat shirts (winter)
- Shorts or tracksuit bottoms(winter)
- Trainers

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc. Only religious jewellery or jewellery from recent piercings may be covered (using sweat bands) or tape (surgical tape provided from home). Jewellery should be removed prior to school if the child cannot do this for themselves.

In gymnastics, barefoot work is the safest, whether on the floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve the aesthetics by allowing the foot and the toes to move through a full range of flexion and extension, which in turns strengthens the muscles, bones and joints. Trainers should not, in usual circumstances, be worn.

For indoor games, appropriate footwear should be worn due to the higher frequency of sudden stopping and changing of direction quickly as toes can be stubbed. This also applies to those games that require a ball to be kicked (e.g. Football) or involve a hard fast moving ball at ground level (e.g. indoor hockey). Trainers, which provide good traction will often prove effective for the range of indoor games and will also support the feet when carrying out activities that are largely high impact.

For all PE activities carried out at Moggerhanger, the equipment is appropriate to their age group and ability. This ensures PE is completed in a safe and appropriate manner in which pupils gain the most out of the lesson and their own personal physical capabilities. This goes as far as at times taking equipment across to both schools (Sandy and Moggerhanger) to promote accessibility as well as providing students with the correct level of learning unique to them.

### Implementation through Assessment, Recording, Reporting and Monitoring

Teachers assess children's learning in PE as they observe them during lessons. For each unit of work covered in PE, students will be RAG on set criteria for that unit. By doing this, it creates a per cent out of 100 for each student based on each skill/criteria as well as overall competency for the unit as a whole (combining all the skills). From this, teachers can then work out the average and which child has met, exceeded or are working towards the expectations for each individual and individual unit of work. Students will be also be given a booklet where they can self-assess against a set criteria which allows their own input into their own progress within PE. This will then be used with teacher assessment.

Students will also be assessed against the Youth Sports Trust Assessing Without Levels (YST AWL). This is a criteria which looks at different, physical and non-physical elements students get out of PE lessons, still fitting into the national curriculum requirements. Under the YST AWL students get assessed on three things, Head, Heart and Hands.

#### **Head**

- Knowledge and Understanding
- Confidence
- Analytical
- Feedback

#### **Heart**

- Communication
- Leadership
- Effort
- Attitude

#### **Hands**

- Physical Development
- Skill Development
- Fitness
- Participation in Competitions

These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. Parents are informed of children's progress in P.E in the end of year annual reports.

#### Implementation through inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.
- We deal with such issues clearly and sensitively when they arise.

All children at our school are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. We feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

#### Implementation through resources

- Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task.
- Teachers will ensure that all resources are available when they are needed

- Everyday resources will be stored and available from the PE shed and returned after use
- Teachers will notify the PE Leader of damaged resources
- Children should be taught to use resources/equipment appropriately and independently
- Teachers to use a diverse range of resource material to cater for all the needs of the children

### Implementation through Professional Development and Training

The PE Curriculum leader will:

- Ensure that the delivery of PE meets the long term plan
- Ensure the PE curriculum meets the aims and objectives of the school
- Support, guides and motivates teachers and other adults of the subjects
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
  - Scrutiny of planning
  - Lesson Observations
  - Looking at displays and photographs
  - Discussions with staff
  - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with Governors
- Write School development plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.

### Impact

After transitioning through the Moggerhanger Primary School PE curriculum students would have been exposed to a variety of emotions, skills, physical activities, and sports. It is key students understand how to process and regulate their emotions in competitive situations to become a well-rounded sports individual. Similarly, in relation to skills. Students need to be taught a variety of skills and situations so they can gain in confidence and develop physical literacy. Students will be prepared for the next phase of their education, moving up through the key stages. With this, helping students to keep engagement in lessons, afterschool clubs (internal or external) and continue sport or physical activity. This curriculum has the foundations to hook students and for them to trial a variety of sports throughout their time (foundation to six). Students will become confident in physical activity and sport, learning key life skills such as the feeling associated with winning and losing, resilience, determination, and teamwork.