

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

PE Guidance



Our Whole School Curriculum Vision Intent Statement

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey.

Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Policy date	SPRING 2021
Review date	SPRING 2024

Eynesbury Church of England Primary School
PE Guidance
January 2021

Introduction

Physical education makes an invaluable contribution to the whole school curriculum. Pupils develop their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical education provides the opportunity for pupils to be creative, competitive and cooperative in a variety of contexts. The different learning experiences within PE encourage spiritual, moral, social and cultural development alongside personal growth in terms of self confidence and self-esteem.

Physical Education Aims & Objectives:

1. All pupils show commitment in PE and school sport.
2. All pupils demonstrate knowledge and understanding of what they are trying to achieve in PE and school sport.
3. All pupils understand that PE and sport are part of a healthy and active lifestyle.
4. All pupils show they have the confidence to participate in PE and sport in and out of school.
5. All pupils show a willingness to take part in a range of competitive, creative, and challenging physical activities.
6. All pupils develop stamina, suppleness and strength.
7. All pupils use what they learn in PE and school sport to help them make appropriate decisions for themselves.
8. All pupils develop the core skills they need to take part in a variety of PE and sport activities.
9. All pupils show a desire to improve and achieve in relation to their own abilities.
10. All pupils demonstrate they enjoy PE, school and community sport.
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Curriculum Intent

At Eynesbury C of E Primary School , we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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.

The National Curriculum for PE aims to ensure that all pupils:

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

Curriculum Implementation

All pupils from Year 1 to 6 have at least 2 hours' worth of planned physical exercise each week. Primary Sports Stars will deliver one of these lessons and the other one will be delivered by the class teacher.

Each class receives additional support from HSSP for 2 half terms (split over the year). This is in addition to 45 minutes provided by each teacher.

In the spring term one of the PE sessions is substituted with weekly swimming lessons for children in Year 2 and 3. This switches to Y4 and 5 receiving swimming lessons in the summer term.

Outdoor and Adventurous Activity (OAA) is also delivered to year 5 and 6 on a trip to Grafham, Kingswood and Hilltop. Here, they undertake a series of physical and challenging activities, including: assault course; mid-ropes to high wires; climbing wall and tree climbing.

All pupils have the opportunity to take part in activities organised by PSS, staff and play leaders at lunch time. In addition there is a variety of sports clubs offered before and after school.

During the Summer term Sports Days are held for EYFS and KS1/2 covering traditional sporting activities, however the focus during these events is participation.

We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

EYFS

As part of the EYFS statutory framework pupils are taught:

- Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils continue to apply 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 movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Equal Opportunities and Inclusion

Equal opportunities and inclusion in P.E. are in line with our general school policy on equal opportunities and inclusion.

Specific children who need particular care and help with PE are identified and curriculum planning will take into account pupil's age, attainment, gender and special educational needs to enable them to work effectively towards their full potential. The contribution of all pupils will be acknowledged and valued and stereotyping of all sorts will be challenged as will discrimination in relation to ability.

Curriculum Impact

At Eynesbury C of E we use summative assessment to determine children's understanding and inform teachers' planning. By the end of each unit of work we are looking to see a greater number of children achieving age related expectations. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teacher assessments are reported to parents at the end of the year.

In addition we are also looking to see:

- Increased participation levels in PE
- Increased uptake of children attending lunchtime sports clubs/ activities and after school clubs
- Children who have developed a love of sport
- Pupils who understand the value and importance of fair play and being a good sports person.
- Children understand the importance of physical activity in leading a healthy lifestyle.

This will be measured by questionnaires and surveys (pupils and staff) and by talking to children and liaising with staff and specialist coaches.

Safe Practice

The school has a responsibility for keeping pupils safe when participating in Physical Education activities both on site and in appropriate offsite areas. Teachers have an additional duty of care in Physical Education, which involves ensuring that the organisational procedures, teaching and learning strategies adopted create a safe learning environment for all pupils. Pupils are made aware of all safety issues related to their physical education including the assessment and management of risks as outlined in the Health and Safety documents issued by the DfES.

The school, as part of Cambridgeshire County Council, adopts The Safe practice in Physical Education 2020 edition as its policy on Health and Safety.

PE Kit

Indoor activities:

- Shorts
- Plain Tee shirt
- Bare feet

Outdoor activities:

- Shorts or jogging/track suit bottoms
- Plain Tee shirt
- Sweatshirt
- Trainers/football boots (where appropriate).

No Kit Policy

Spare kit will be provided from the school kit box on an occasional basis to enable all pupils to take part in P.E. Pupils who continue to forget their P.E. kit will have to observe the lesson, writing down the lesson objectives and activities that take place. If a P.E. kit is continually forgotten, a phone call will be made to parents.

General Practice**Before lessons:**

- **Pupils will change quietly and line up as instructed before entering the area to be used for PE.**
- Clothes and belongings will be left tidily.
- Long hair must be tied back.
- All jewellery must be removed (see CCC safe practice in P.E.)
- Labelled inhalers will be taken to PE lessons in a box with any valuables.

During lessons:

When moving equipment pupils must:

- Bend Knees, keep back straight to lift and lower apparatus.
- Move in a forward or sideways direction to be able to see where they are going.
- Place apparatus with care.
- Hold apparatus correctly with thumbs separated from fingers.
- Carry apparatus at waist height.
- Check apparatus is safe and secure before using.
- Stop when requested to listen to instructions.
- Work within the expected noise levels.
- Know the rules relating to the number of pupils allowed on apparatus at one time.

The Learning Environment

There is a dedicated PE display that highlights pupils achievement, out of school hours learning clubs, school teams and fixtures. Expectations for kit are highlighted on the PE notice board. The PE subject leader is responsible for maintaining and up dating this display.

The hall is cleaned by the catering staff after lunch time. However, it is the responsibility of the class to perform a risk assessment of the working space prior to the lesson starting. If the floor space is not suitable for PE, the classroom teacher must make the decision about whether they should get the floor cleaned or suspend the lesson. Similarly, the class teacher needs to perform a risk assessment of the outdoor working space prior to the lesson commencing.

Lighting and ventilation of the working space is the responsibility of the site staff. Any maintenance issues should be reported to the Premises Manager immediately.

Roles and Responsibilities

PE Subject Leader

The PE Subject Leader will provide regular and termly updates to the staff and annually to the Governing Body regarding developments in PE.

The PE Subject Leader is responsible for planning the PE curriculum and for regularly reviewing and updating the planned curriculum, equipment/resources and the purchasing of new equipment. The PE Subject Leader is also responsible for working with the Headteacher on the Olympic Legacy Funding plan.

Teachers

All teachers are responsible for working in collaboration with coaches and PE specialists and in turn:

- Ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, evaluating and improving performance and developing their knowledge and understanding of health and fitness.
- Maintaining high standards of performance and behaviour within all areas of activity.
- Developing pupils understanding of safety issues related to PE including safe handling of apparatus, standards of behaviour and risk assessment.
- Ensuring all pupils change into appropriate PE clothing prior to participation, tie back long hair and remove all jewellery.
- Include within every lesson appropriate/safe warm up and cool down activities.
- Creating and maintaining a safe working environment for all pupils.
- Follow up children who forget the kit persistently.

The Governing Body

Through the curriculum committee, the governing body are responsible for setting and reviewing the PE policy. They are to monitor its effective enactment through visits and reports from the Senior Management Team and PE Subject Leader.

Monitoring

Monitoring by the PE Subject Leader, the Headteacher and Senior Leadership Team takes place through triangulation of data and lesson observations.

Review: as appropriate