



WHITEHALL PRIMARY SCHOOL

Physical Education Policy

1. Rationale

At Whitehall Primary School, we believe that Physical Education (PE) is an integral part of a vibrant and challenging curriculum. PE contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. Providing a high-quality of physical education in our school can have a significant impact upon the behaviour and attitudes of our children. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to develop their skills of resilience and perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an essential part of school practices allowing all children in the school to gain a sense of achievement and aspiration, whilst also developing positive attitudes towards themselves and others. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy body and mind. Thus we enable children to make informed choices about physical activity throughout their lives.

2. Intent – The PE Curriculum Design

PE is a foundation subject in the National Curriculum. Our PE curriculum design is based around the Rising Stars Champions scheme of work. The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities) are set out in the Foundation Stage Statutory Framework 2021 and National Curriculum for 2014. The PE curriculum at Whitehall Primary School is based on these requirements and is detailed in the whole school curriculum map. We currently follow the Rising Stars Champions scheme of work, which is a Sports, Fitness and Health programme for Years 1-6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. Foundation stage are currently trialling an adapted scheme from Twinkl, which works on the key skills that we continue to work on throughout each year.

In addition to this, we are now including outdoor and adventurous activities in our PE teaching arrangements by using the Val Sabin scheme which covers trails, problem solving, team building and orienteering.

The aims of PE are:

- to provide the knowledge and understanding to enable children to develop and explore their physical bodies with increasing skill, control and co-ordination
- to engage in activities that develop cardio-vascular health, flexibility, muscular strength and endurance
- to develop children's thinking and decision making skills, and their communication skills by working and playing with others in a range of group situations, thus developing teamwork and co-operation
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise, promoting a healthy, active lifestyle

- to understand the need for personal hygiene in relation to vigorous physical activity
- to develop the children's confidence and enjoyment of physical activity through creativity and imagination
- to develop an understanding in children of how to succeed in a range of physical activities in a way that builds their self esteem and self belief
- to enable the children to have a deeper knowledge of the health and wellbeing of both the body and mind, thus developing their physical and emotional well-being
- to provide children with the skills to cope with success and limitations within their performance, in order to develop their character and resilience
- to develop the way children perform skills and apply rules and conventions for different activities
- to develop positive attitudes in all children allowing them to follow the conventions of fair play and honest competition, encouraging participation and/or competitiveness at all times and the commitment and desire to improve.

2.1 Curriculum vision

The curriculum aims are underpinned by our school's core values: **Aspiration, curiosity and independency.**

At Whitehall, we strive for our children to have high **aspirations**. The curriculum provides them with the knowledge, skills and opportunities to be the best they can be. Children in EYFS, KS1 and KS2 will develop a sense of enjoyment and aspiration through quality first teaching of PE to help them understand their identity and the world around them.

Weekly PE lessons encourage children to be **curious** about understanding the rules strategies and tactics that they need to implement in order to be successful. Within lessons, teaching equips pupils to ask perceptive questions, think critically and develop perspective and judgement. Children are given many opportunities to be **independent** and are encouraged to develop self-confidence in using the skills they have been taught in competitive situations.

2.2 Physical development in the Early Years Foundation Stage

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. We teach physical development in nursery and reception by following the Statutory Framework for the Early Years Foundation Stage April 2021. Supporting documents also used are the Early Years Outcomes document and Development Matters document. At the end of the reception year, children are assessed using the Early Years Foundation Stage Profile (EYFSP) which is statutory.

Within the EYFSP there are two areas of physical development:

Gross Motor Skills

Children are expected to negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing. Children are also be expected to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Here, children are expected to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. In PE, we foster fine motor skills through the use of equipment of various sizes.

These Early Years Goals are the end of reception year expectations.

3. Implementation

3.1 Curriculum delivery through high quality teaching and learning

We carry out our curriculum planning in PE in two phases (long-term and short-term). The long-term plan maps the PE activities covered during each term throughout the academic year. The long-term plan ensures an appropriate balance and distribution of work. Class Teachers have access to the plans which are readily available on the school shared planning drive.

We plan the topics in PE so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge of each area and we also build progression into the PE scheme of work, so that the children are increasingly challenged as they move through the school.

Our short-term plans, which are taken from the Rising Stars Champions scheme of work, outline the learning objective(s) to be covered during the lesson as well as the learning outcome(s), how they intend to cover the learning objective(s) and the equipment and resources they will use to do so. The main part of the sports and fitness lessons are split into Warm-ups, Skills learning and development and Application and practice. This gives structure to each lesson and ensures that children are ready for PE and that they have learned the key skills before applying them in a game or sequence. Adaptations are also included within every lesson, with planning giving advice on how to stretch the more able or support children. The Health units of work follow a very similar format. These classroom-based lessons provide clear learning objectives and learning outcomes, an introduction, activities, differentiation and an opportunity to reflect and review.

These cross-curricular lessons link PE and health, and also refer to learning objectives which cover Science and PSHE. The PE teacher keeps all individual lesson plans in their planning folder. The PE subject leader is responsible for monitoring and reviewing these plans.

By the end of KS2, children are expected to be able to swim 25m unaided and perform self-rescue. At Whitehall Primary, we teach children these swimming skills progressively with support from Evington Leisure centre. The swimming centre work through a series of statements and plan activities based around these to enable children to meet the intended outcome.

At Whitehall we use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop children's knowledge, skills and understanding and we do this through high quality

teaching and learning, in the form of whole-class teaching, and individual, paired and group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. At Whitehall Primary School, PE will be taught through:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. taking part in running over a long distance
- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment
- exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- practical activities and related discussion
- co-operative group work
- consolidation and practice of fundamental skills
- allowing children the opportunity to discuss and reflect on their work
- use of professional/qualified coaching to enhance the provision within school
- extended high quality provision through after school activities making use of professional/qualified coaches, where necessary
- use of community facilities – local swimming baths

3.2 Progression

A curriculum progression map from EYFS to Year 6 outlines the **composites** we aim for our children to reach by the end of year. The **deliberate planning** of the PE curriculum is **sequential** and **progressive** and ensures **key knowledge** and **skills** are revisited and built up over a period of time. The composites are broken down further into **components** which are found in the curriculum progression map.

3.3 Resources

There is a wide range of resources to support the teaching of PE across the school. We keep some equipment in the outdoor PE store, and the hall contains a range of large apparatus as well as small apparatus in baskets. We encourage the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. An inventory of resources available, including equipment and its location, is provided for each teacher at the beginning of the academic year. The children use the field for games, athletic activities and outdoor/adventurous activities. They also use the local swimming pool for swimming lessons.

3.4 Differentiation and adaptation

Every lesson is adapted to suit the needs of children. The adaptation ensures that the majority of children have the same outcome, but the resources and support they receive to achieve the learning intention may be different. Differentiation is placed for children that are unable to access the national curriculum.

3.5 Teaching children with Special Educational needs and The More able

At Whitehall Primary school, we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all the children. Through our PE teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account targets set for individual children with SEND. The More able children are also provided with opportunities to extend and broaden their knowledge, as teachers plan challenge tasks which more able children are expected to access in every lesson.

4. Impact - Assessment within the PE Curriculum

Teachers assess children's work in PE by observing them during lessons. They record the progress made by children against the learning objectives for their lessons and evaluate the lessons accordingly. Assessment for Learning is incorporated within all planning, and throughout the lesson children are asked to reflect and review their own work and the work of each other. The Rising Stars Champions assessment provides standalone opportunities to measure and improve fitness levels, enabling the teacher to track progress and intervene where necessary in well-being and fitness development. In addition to this, a Fundamental Movement Skills checklist is used by staff to assess the child's basic skill levels as they move through Year 1 to Year 6. Within all Sport and Fitness units of work, we also assess against a selection of skills-based criteria, in line with the school's assessment procedures. At the end of each Sport and Fitness unit of work, children are assessed on both their effort and attainment for that particular topic. These records then enable the teacher to make an annual assessment of both effort and attainment for each child, as part of the child's annual report to parents.

4.1 Role of the Curriculum Subject Leader

- With the Headteacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage members of staff in their teaching of PE and to give support where appropriate.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy, scheme of work and resources on a regular basis.
- To manage a budget to purchase resources in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment.
- To maintain a high standard of PE teaching and ensure that PE keeps a high profile within the school, through sports activities, Out of Hours provision and the use of external agencies.

4.2 Monitoring and review

The monitoring of the standards of children's work is the responsibility of the curriculum/subject leader. The work of the subject leader also involves being informed about current developments in the subject, and providing strategic lead and direction for the subject in the school. The PE curriculum leader has specifically allocated management time in order to review evidence of the children's work. The curriculum leader is responsible for providing an annual curriculum report and also responsible for the budget allocation. The quality of teaching in PE is the responsibility of the Senior Leadership Team and the subject leader, and is done through lesson observations, pupil voice interviews, teacher interviews and review meetings, as well as through teacher appraisal meetings and informal discussions.

5. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Everyone has a duty of care under health and safety guidelines to ensure that PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health and Safety Policies. As with all activities, safe practices and procedures must be in place to prevent any foreseeable risk of injury or harm. Physical activity is rarely without risk and is, by its nature, a challenge to those taking part. However, unnecessary danger should be eliminated.

Reference should be made to the school's Risk Assessments and the Safe Practice in Physical Education and School Sport Health and Safety Management Standards published by the Leicester City Council. The physical education , school sport and physical activity (PESSPA) Safe Practice document and PE specific risks assessments can be accessed from The PE Department. Advice can also be sought from the Local Authority adviser, or the staff members responsible for Health and Safety.

- Staff should work with the children to carry out risk assessments at the start of every PE lesson.
- Equipment, apparatus and the environment where the lesson is taking place, should be checked before the start of every lesson by the teacher and is the responsibility of the teacher.
- Children should be given health and safety guidance throughout the lesson.
- **All jewellery, including earrings, and other personal adornments MUST be removed before PE lessons or sports activities begin and this, like other rules, should be made clear to pupils/parents and applied consistently.**
- It is appreciated that there may be cultural or religious reasons why pupils wish to wear jewellery/adornments. In this instance, bracelets/bangles on the wrist that cannot be removed MUST be covered using a sweatband. Necklaces worn for religious reasons, which cannot be removed, should be taped to the chest using micropore.

- Long hair worn by both staff and students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.
- Suitable clothing should be worn for each lesson and children should not engage in physical activity without the correct kit. A 'kit list' letter is sent to parents at the end of each academic year regarding PE kit and a reminder of the correct kit can be found in every classroom.
- Every child must bring their PE kit into school at the beginning of the half term and take it home at the end of the half term for cleaning. Children are not allowed to share or borrow PE kits from siblings or other children in school.
- For indoor PE children should walk to the hall wearing suitable footwear (plimsolls, trainers or school shoes)
- For swimming, every member of KS2 staff take a dry swim test annually. This is to ensure staff are aware and trained for potential risks in and around the swimming pool.
- With permission, children are able to wear swimming goggles. The expectation is that children wear appropriate swim wear. No bikinis and flip-flops.

6. Out of School Hours Provision

Whitehall Primary School provides a range of PE related activities for children out of normal school hours. These encourage children to further develop their skills in a range of the activity areas. The school sends details of current club activities to parents at the beginning of each term. The school plays regular fixtures against other local schools, and also takes part in sporting events throughout the year. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. All clubs are open to both boys and girls and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

The policy will be reviewed bi-annually with consultations made if amendments are necessary.

7. Links with other Policies

The policy links to other policies and procedures:

- SEND policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Marking and Feedback Policy