



# Physical Education Policy

**Policy agreed by:**

**Subject lead: M. Lawrence**

**Date: July 2023**

**Headteacher: N. Hall**

**Date: July 2023**

**Linked Governor: K. Holland**

**Date: July 2023**

**Review Date: July 2026**

## **MULBARTON PRIMARY SCHOOL PE VISION**

**Children at Mulbarton Primary School participate in 2 hours of PE every week in a progressive and sequenced curriculum, and partake in enriching sports and physical activity, in addition to weekly PE, which involves opportunities for intra- and inter- school competition.**

## **POLICY STATEMENT AND CURRICULAR AIMS**

At Mulbarton Primary School, we believe that physical education is an essential part of children's learning and well-being. We provide a broad and balanced programme for the delivery of PE across the school. In EYFS, we introduce the children to PE, teaching the fundamental movement skills, games, dance and gymnastics. In KS1 and KS2, our activities are based on the National Curriculum objectives and include: invasion games, athletics, OAA, gymnastics, dance, net and wall games, striking and fielding games, and swimming.

Our school follows a scheme of work which focusses on developing children's sporting skills in a sequenced and progressive manner through modelling, practising and application. Children also have a choice of challenges to choose from within their lessons allowing them to achieve their own personal best.

Mulbarton Primary is a member of the *Norwich School Sports Partnership* where children are given the opportunity to take part in out-of-school festivals, competitions and events with other schools in our area. In school, we encourage children to participate in daily physical activity, including the daily mile, and provide the opportunities to join our extra-curricular activities. These have included; football, basketball, tennis, gymnastics, multi-skills and street dance. Pupils also participate in intra-school competitions, where children in the four houses of Mulbarton Primary are given the opportunity to represent their house, competing against others to win points. We celebrate both in-school sport success and out-of-school sport success in our weekly celebration assemblies.

## **PE AND SPORT PREMIUM FUNDING**

**Mulbarton Primary School receives PE and sport premium to make additional and sustainable improvements to the quality of PE, school sport and physical activity. The school uses the PE and sport premium to secure improvements in the following 5 Key Indicators:**

- *KI 1 - The engagement of **all** pupils in regular physical activity (30 mins/day)*
- *KI 2 - The raising of the profile of PE and sport across the school*
- *KI 3 - The increased confidence, knowledge and skills of **all** staff teaching PE*
- *KI 4 - The broader range/experiences of sports and activities offered to **all***
- *KI 5 - The increased participation in competitive sport*

Our detailed PE and sport premium spending plans are available on our website:

[https://mulbartonprimary.norfolk.sch.uk/?page\\_id=57](https://mulbartonprimary.norfolk.sch.uk/?page_id=57)

Link Governor:

Our PE and sport Link Governor is Kevin Holland.

## NATIONAL CURRICULUM AIMS

### **The purpose of study and the aims of the national curriculum for physical education (2014) state:**

**Purpose of study:** *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.*

#### **Aims:**

The national curriculum for physical education 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.

#### Foundation Stage:

Physical Development (PD) – Statutory Framework (from 2021) – is one of three prime areas which *are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.*

**Physical development** *Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives... By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.*

In our school, the children have constant access to physical activities through their continuous provision, have an outdoor session on the balance bikes and a PE lesson once a week.

## **TEACHING AND LEARNING**

All staff follow a long-term PE plan, which can be found on our website: [https://mulbartonprimary.norfolk.sch.uk/?page\\_id=57](https://mulbartonprimary.norfolk.sch.uk/?page_id=57). The long term-plan includes the PE topics to be studied in each half term, and ensures that the potential for pupils' progression is planned into the scheme of work:

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

All lessons will be planned and taught in line with the short and medium-term plans from *GetSet4PE*. The structure of the scheme of work will promote teaching and learning as it builds upon pupils' prior learning: developing their skills, knowledge and understanding within each activity area. A copy of the progression of skills and knowledge for each year group can be found on our website: [https://mulbartonprimary.norfolk.sch.uk/?page\\_id=57](https://mulbartonprimary.norfolk.sch.uk/?page_id=57).

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be

given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week in KS1 and KS2. This is delivered through two lessons of one hour duration.

### Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. This is exemplified in the Teacher's Standards. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so this can be provided by either the PE Lead or through other appropriate INSET.

### SWIMMING

At key stage 2, swimming is taught by a qualified swimming instructor with support from school staff. Information on progress, and assessment of attainment is provided by this instructor in consultation with the class teacher.

Year 3 and 4 classes receive swimming tuition. They will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

## **ASSESSMENT AND RECORDING**

Teachers and NPECTs trained HLTAs use half-termly Distance Marking (DM) sheets in their assessment folders, in line with our school feedback policy, to ensure lessons are sequential and also to keep an accurate assessment of pupils' progress.

These assessments inform the class teacher as to whether the individual is at the expected level for their age group in PE (A Point In Time Assessment – PITA). This is recorded termly on Pupil Asset, showing an overview of all progress made over that academic year. This will allow a comparison to be made with national expectations.

Pupils will also be encouraged to record their achievements through self and peer assessment techniques.

## **MONITORING OF THE STANDARDS OF TEACHING AND LEARNING**

The PE Lead will conduct sampling of lessons across the year. Using school agreed criteria, they will observe and compare with the exemplification material to ensure standards of teaching and pupil progress and achievement are of a high standard.

As well as observing lessons, the PE lead will also gather pupil voice.

## **WIDER CURRICULUM**

### **How does PE support other areas of the curriculum?**

#### **English**

PE contributes to the development of Speaking and Listening skills by encouraging children to:

- Follow instructions.
- Understand and respond to instructions.
- Understand the task and terminology used to express it.
- Act on advice given.
- Learn from others.
- Exchange Ideas, team tactics, and evaluate peers.

#### **Personal, social, health and citizenship education (PSHE)**

- Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.
- In PE, children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.

#### **Maths**

- Children learn to apply numeracy skills when counting, measuring and timing.
- Children are also encouraged to use mathematical terminology for shapes, space and position.

**Links to other curriculum subjects are made where meaningful.**

#### **Enrichment**

Lessons are enriched by planned access to after-school clubs to allow the pupils to extend their learning and develop towards excelling in sport (see 'Extended Curriculum'). This is further enhanced by links to outside sports clubs wherever possible.



## **DIFFERENTIATION**

PE in school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

An individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Some pupils may need specialist equipment and approaches. Discussions with parents/carers, support from external specialists, or in exceptional circumstances, support with an education, health and care plan, can ensure all children can be included within PE, school sport and physical activity.

Any classroom support provided must extend into PE lessons as appropriate. All staff working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Where medical needs of the child prevent them from participating in the physical activity elements of a lesson, the teacher will make adaptations so the pupil can still participate as fully and as safely as possible. Examples include, but are not limited to, coaching, scoring and umpiring.

Teachers and others teaching PE in our school are applying the '**STEP**' principle for inclusion and differentiation.

### **Space**

- Increase/ decrease size of area.
- Change shape of area/ distance travelled.

### **Task**

- Simplify the activity or make more challenging.
- Giving certain roles.
- Varying speed.
- Use of non-dominant hand, etc.

### **Equipment**

- Varied by type, size, shape, colour, playing surface, etc.
- Example: larger balls easier to catch, lighter balls travel more slowly.

### **People**

- Independently, in groups, in pairs.
- Mixed or same ability.
- Zone areas.
- Buddy system to facilitate each other.

## **EQUAL OPPORTUNITIES AND INCLUSION**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## **EQUIPMENT AND RESOURCES**

All resources are recorded in the 'Audit of PE resources' (available from the PE Lead and displayed on front of PE store cupboards). These are regularly reviewed in order to ensure they are appropriate to the range of activities undertaken, pupil ages, abilities and needs of the children in order to enhance learning.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

**Any damage, breakage or loss of resources should be reported to the PE Lead as soon as possible. Any damage to a piece of apparatus which could cause subsequent injury will result in it being isolated from use, and reported to the Site Manager via the Site Helpdesk. No other groups or individuals should be able to access the resource until such time as it is made safe.**

## **PE KIT**

- School PE T-shirts
- Shorts or trousers/leggings
- Bare feet during inside activities
- Trainers or plimsolls for outside activities.
- School jumper for colder weather
- No earrings or jewellery – should be removed before school by parent or covered with tape (staff not permitted to do this for the child)
- Hair tied up for safety reasons.
- Watches (including fitness watches) should be removed.

## **SAFE PRACTICE**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, School Sport and Physical Activity” (2020) guidance provided by the Association for Physical Education (AfPE).

The School employs the P.I.E. model extolled by AfPE – ‘Prevent, Inform, Educate’. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching particular aspects of the curriculum should advise the PE lead. They will be supported by access to training either in school or on appropriate courses.

## **FOUL WEATHER**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. If the indoor space is available, the activity will be taught inside with modification or adaptation still allowing the learning intentions to be achieved. Otherwise, these alternatives may include class-based activities around the activity, or rescheduling the activity for another day

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.