



Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity. We seek to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Intentions:

- To develop competence to excel in a broad range of physical activities
- To be physically active for sustained periods of time
- To engage in competitive sports and activities
- To lead healthy, active lives
- To set targets and take initiative for themselves and compete against others, individually and as members of a team.
- To provide a variety of after school clubs for all age groups
- To appreciate and demonstrate fair play, honesty in competition and good sporting behaviour.
- To provide opportunities to enable children to swim 25 metres before moving to KS3

Implementation:

Teaching and Planning of PE

P.E. is taught at Little Eaton Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week, and two sessions per week wherever possible. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance, gymnastics, athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum. Teachers work alongside RS Coaching to implement all areas of P.E within this policy.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. Extra-curricular provision and one-off experience days also provide further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers and coaches ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher/coach.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

The National Curriculum

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Fine motor skills and Gross motor skills.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then be built on when children enter KS1.

Key stage 1:

Children should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as 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:

Children should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children 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, dance 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.

Swimming and water safety

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Year 6.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations.

Additional Provision

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the school, we work with a range of outside professionals to ensure our children have the opportunity to access to further quality Physical Education provision. For example, football clubs, a cricket club, tennis clubs, dodgeball clubs and gymnastics clubs to name but a few.

Participation

At Little Eaton Primary School, competitive sporting events via providers such as AVSSP are released every year. The PE Coordinator will liaise with staff and sports coaches to ensure that a range of children are selected for events, and that we target PP children whenever possible. For other events, we target SEN children or those with a recognised talent, pupils where appropriate. The aim of the school is that every child in KS2 will have the opportunity to represent the school in a sporting event at least once a year.

Resources

P.E. equipment is regularly checked by the PE Coordinator to check its tidiness and organisation and condition. Staff and mini-leaders are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered. New equipment is sourced through PE funding and used to both replace or update existing equipment as well as introducing new sports, such as chess, curling, table tennis and netball.

Primary Sports Funding

The School works as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on Little Eaton Primary School website under 'PE and Sport Premium', along with an impact statement.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually by Derbyshire County Council. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit

Children are required to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for indoor and outdoor activities in line with the school's uniform policy. Pupils are encouraged and regularly reminded to bring P.E kits and change into PE kit on PE days.

Children may be bare-footed for gymnastics/dance lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery and Hair

Children must not wear any kind of jewellery in PE lessons, including watches. Any children with recently pierced ears, who cannot remove studded earrings, must tape these up during PE lessons. Pupils with medium/long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons. Sunblock, sun hats, waterproof jackets may also be required.

Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Inclusion

At Little Eaton Primary School all children have access to PE lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Impact:

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities at local, county level. Children throughout school regularly attend clubs outside school on the back of experiences introduced through school provision.

Assessment.

Assessment of PE is an ongoing process. As each lesson progresses, the teacher and coaches carefully observe and assess, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Little Eaton Primary School is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress.

Subject leader role

The PE subject lead is responsible for raising the standards of teaching and learning in PE. This will include:

- Overseeing the design and delivery of the PE curriculum.
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers/coaches, in order to make their contribution sustainable.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually, Fitness week
- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Ensuring that the policy documents remain useful and current.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Miss D. Theobald (PE Subject Leader) or Mr R. Singh (Specialist Sports Coach)

Confirmation that the policy for History, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by:

Governors: Date:

Headteacher: Date:

Next Review date:.....